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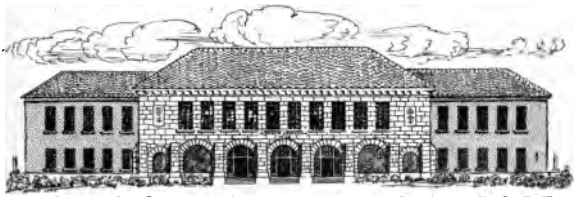
HWAYS

IN NATURE AND LITERATURE

A FIRST READER



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Modern Methods in Reading

A TEACHER'S MANUAL

PRESENTING IN DETAIL PRACTICAL SUGGESTIONS FOR TEACHING

PATHWAYS IN NATURE AND LITERATURE

A SERIES OF READERS

By

SARAH ROW CHRISTY

AND

EDWARD R. SHAW, PH.D.

EDITOR

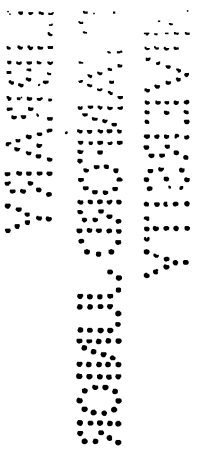


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Method. The First Reader presupposes no previous blackboard or preparatory work whatever. It embodies a practical combination of the thought, word and phonic methods. In the earliest lessons each line presents in a short phrase a unit of thought. As the child progresses, longer phrases are used on a line, but in the early pages no phrase is broken by being placed partly on one line and partly on another. At the same time, the literary quality is never sacrificed to the mechanism of the book. The thought unit extends to short sentences, and increases in length until a paragraph is presented. The power to grasp thought in its continuity is thus cultivated throughout the book. The words are at first presented but few at a time, but as the child's power to acquire increases, the number of words is increased also, but slowly, and no word is ever used in reading which has not first been taught in the word list at the head of the lesson or in the word-building exercises.

Phonics. While refusing to sacrifice sense to sound, while insisting that the thought should dominate the sentence, the author at the same time recognizes the necessity for phonic drill. Pupils must be taught the phonic elements represented by the letters that make our words, but this drill should be made incidental to the reading lesson. Certainly the reading lesson should not be made incidental to the phonic drill. Beginning on page 39, the pupil is taught to analyze a few simple words which he

already knows, and to find for himself their phonic elements. From this point a succession of similar exercises is given, and if the child is daily drilled in these, as suggested, he will soon be able to pronounce unknown words at sight. The phonic drills were systematized by the late Dr. Edward R. Shaw, who had editorial charge of the Readers, and the suggestions in the Manual for teaching these phonic drills were prepared by Miss Margaret McCloskey, General Supervisor of Schools, Newark, N. J.

Material. The material used for many of the reading lessons consists of classical myths, tales and jingles which for centuries have lived and grown in popularity with children. The text, therefore, arouses that keen interest which is necessary to insure eager attention and consequent mental activity.

Nature study as a basis for reading awakens thought, and calls for the use of the perceptive power. The nature work presented in these Readers is entirely fresh. The pictures which illustrate it were drawn from the specimens studied and are scientifically accurate. The teacher who has not made a specialty of nature study will find in the Manual, under page headings 16, 22, 26, 32 and 64, what is necessary as a preparation for teaching the nature work in the lessons.

Nature work can be presented to the best advantage only in the regular reading books. A teacher who is forced to depend only upon oral work feels that it is a distinct loss to the pupils that the words used in their nature work are not impressed by repetition in future reading, but must be drilled upon separately if they are to be retained by the child as a part of his vocabulary. This difficulty is not overcome by the use of supplemental nature readers, because such readers are not restricted to the vocabulary which has been taught the class, but embrace many words which do not occur in any of the regular series of graded readers. It is only by introducing the lessons on nature in the regular series of readers and restricting the words used in these nature lessons to the child's vocabulary that the

best results can be obtained. The readers of this series make possible that close correlation so especially valuable in the beginning of school life.

The selections to be read by the teacher have a distinct value. They are in line with the suggestions of leading educators as an introduction to real literature, and help to develop the imaginative and the æsthetic in the child's mind.

The *reviews* afforded by the arrangement of the book are many and varied. The great amount of reading material furnished, together with the relatively small vocabulary, necessitates constant repetition of the words in new arrangements, which is most excellent drill.

Season Work. There is an advantage in having pupils read about things which are in season and about events as they occur, and it is well to do this if convenient. If the first book of this series is taken up in September and the second in February, the reading matter will be found to be so arranged that the subjects of many of the lessons will correspond with the season of the year. In this way the lessons about fruits and vegetables will come in the fall when they are maturing, and the stories about Thanksgiving and Christmas will coincide with those festivals. The fairy tales and stories will come during the months of January, February and March, when nature is asleep, while the lessons on birds, blossoms and butterflies will be read with the beginning of spring. But the wholesome rate of the child's development need not be sacrificed to this feature of the book, as any lesson can be read with profit at any time by using the profuse and accurate illustrations as a substitute for the objects.

Page and Type. Before the Readers were put into type a letter of inquiry was sent out to such leading educators as G. Stanley Hall, Thomas M. Balliet and others, in which their opinion as to length of line, size of page, etc., was requested. The books were then made to embody the consensus of these opinions, and the result is a volume easily handled, attractive in

proportions, and adjusted to the physical and mental needs of young children. Large type is used in the early pages of the First Reader, and throughout the series the type is of good size, clean and easy to read.

Illustrations. All the illustrations in these books have both educational value and artistic merit. They are intended not merely to please, but really to illustrate the lessons. Each one may profitably be made the subject of special study, either in connection with the nature work or as a basis for oral or written language lessons. The best illustrators in the country in several special lines have been employed to make the pictures, and the entire artistic arrangement of the books is the work of the well-known artist, Mr. F. C. Gordon.

Acknowledgment is made to Dr. Samuel Schmucker, Professor of Biology in the State Normal School, West Chester, Pa., for corrections and criticisms; to C. L. Marlatt, of the Bureau of Entomology, Washington, for verification of some of the science data, and to others who by their careful reading of the manuscript gave much aid and encouragement to the author.

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FOR

PATHWAYS IN NATURE AND LITERATURE

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At least one hour before the time for the formal reading lesson, a second rapid drill should be given on the quick recognition of the new words in script and print.

The above exercise having prepared the child to recognize the written and printed symbols, the third exercise, the formal reading lesson, should consist of reading the text from the book.

Great care has been taken to present the thoughts in the form of thought wholes—that is, in phrases and short sentences. It is important also that the child should be trained

to look, not for single words but for thought wholes (phrases or sentences). And it is just as important that he should express the thoughts in these units.

Suggestions for pages 3 and 4

In the first language lesson the children should be gathered around the teacher. City children who have spent their vacation in the country should be encouraged to talk freely about the creatures and places referred to on page 4. The teacher should have good pictures of cows, pigs, sheep, meadows, etc., and should have them recognized by the pupils. Country children may omit such preparatory work and proceed immediately with the lesson, for which a suggestive form follows:

Teacher.—There was once a little boy who lived in a big city. He wore a pretty blue suit and a little blue cap, and his mother called him Little Boy Blue. Boy Blue went to the country one day to see his grandpa who lived on a big farm.

Grandpa had horses, and cows, and sheep, and pigs, and a big shepherd dog. One morning while Grandpa was plowing, the dog grew lazy and fell asleep under an apple tree in the orchard. The wind blew the big gate open, and the cows, which had been eating the grass in the orchard, all went into the cornfield. What do you suppose they did there?

Children.—Ate the corn.

Teacher.—Yes, they began to eat the young green leaves on the corn stalks. The sheep had been in the orchard too, and they followed the cows. They found the fresh green meadow where Grandpa's clover was growing. Now, Grandpa meant to cut this clover and put it in the barn to feed the sheep and cows in the cold winter time. But the sheep did not know this. And what do you think they did?

Children.—They ate it.

Teacher.—Yes, they began to eat the sweet-smelling clover.

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lay the dog fast asleep. But not a cow or a sheep could he see. Then he saw the open gate, and away beyond it he saw the cows and the sheep.

Just then Boy Blue came out of the house at the foot of the hill with his new horn in his hand. What do you think Grandpa said to him?

Children.—Blow your horn.

Teacher.—He called,

"Little Boy Blue,
Come blow your horn.
The sheep are in the meadow;
The cows are in the corn."

Harry, can you call Boy Blue? (Let the children call.)

So Boy Blue blew his horn and frightened the sheep from the meadow and the cows from the corn and chased them back to the orchard. Here is Boy Blue blowing his horn. (Teacher here shows pictures on page 4 in the reader.)

Teacher.—Then Grandpa said, "After this *you* may watch the cows and the sheep, Boy Blue." (The teacher then writes "Boy Blue" on the blackboard and says, "This is Boy Blue's name. What name is this?" She asks many individual children.)

So the next day Boy Blue went out with his horn to watch the cows and sheep. But the sun was very hot, and Boy Blue got very tired of staying in the orchard with no one to talk to. He wandered over into a meadow where the hay had been cut and found a great stack of it piled high. He climbed up one side and slid down the other. He did this several times. Then he grew very sleepy and lay down on the ground on the shady side of the haystack. What do you think he did then?

Children.—Fell asleep.

Teacher.—Yes. At dinner time Grandpa came out calling, "Now where is the little boy who tends the sheep?"

Grandpa hunted high and low for him and for a long time

could not find him. Then the dog began to run about the hay stack and bark.

Grandpa went to the stack and found Boy Blue. He carried him home to Grandma, and said,

"He was under the haystack fast asleep."

The teacher then writes the words "Boy Blue" on the blackboard many times in different places and asks the children to tell what she writes. The children may point to the words on the blackboard and name them. They may write the words in the air with their fingers as the teacher writes them on the blackboard.

Teacher.—Where did Boy Blue live, Charlie? Where did he go to visit? Where did Grandpa live? What did Boy Blue do for Grandpa? What did he blow the horn for? What were the cows doing? What did Boy Blue do when he got tired of watching the sheep and cows? When he was tired of that, what? Who can tell me all about Boy Blue? Find the sign Boy Blue as many times as you can on the blackboard, John, Laura, Bessie.

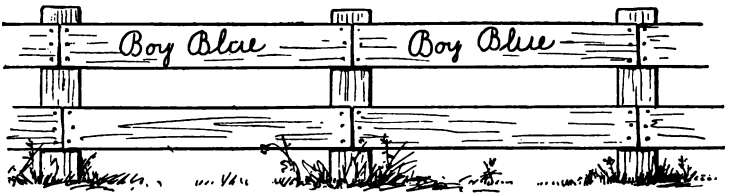
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At their seats the children should be given several copies of the script and the printed words "Boy Blue." The teacher should show the children how to arrange these words on the desks in rows. The point is to have the children do a definite thing in order to keep this new "picture" before their eyes during their period of seat work. During the occupation the books should be kept closed, but after the occupation the children who wish to may try to read the poem. Later in the day have a second short blackboard drill on the script and printed words, before the formal reading lesson; as for instance:

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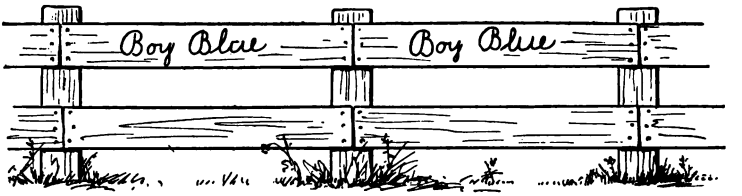
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to distinguish "meadow," "sheep," "haystack," etc. Let each child in the class have one opportunity at least to read from his book.

For page 5

Draw from the children as much of the story of the preceding lesson as they will tell. Get it both in their own words and in the rhyme. The following story is suggested for the new lesson:

Teacher.—When summer was over Boy Blue went home to the big city to go to school. He dearly loved the chicks and the cows and the sheep and the lazy old dog at Grandpa's. The day before he left he said, "I wish I had a live thing to play with at home."

So Grandpa got a little, white, fluffy dog and put it into a basket for Boy Blue to take home with him.

Boy Blue went to school in the morning and in the afternoon he played with Fluff. "Now Fluff," said he, "I shall teach you all I learn at school. I shall be the teacher and you shall be the little boy at school. Come, Fluff, let me put you on the chair for your seat in school."

Here is a picture of Boy Blue when he put the dog on the chair. (The teacher shows the picture on page 5 in the book.) What did Boy Blue do with Fluff?

Children.—Put him on a chair.

Teacher.—Mary may do what Boy Blue did with his dog. (The child puts a toy dog or the picture of a dog on a chair in the room.)

Teacher.—Look carefully at the blackboard. See if you know what I am telling you to do. (The teacher writes the word "Put," after it quickly draws or lightly pastes a picture of a dog, writes the word "on" and draws or pastes a picture of a chair so that the whole represents a sentence.) Sara may read this story.

(When the sentence is read correctly, the children should point out the words *put* and *on*.)

The teacher then writes many sentences on the blackboard, using the words "put" and "on" with the pictures of objects as is done in the reader and calls on the class to read as she writes. Pictures are introduced here for the purpose of securing the smooth expression first of one sentence and then of many sentences without using many new words.

Whenever the teacher writes the word "on" in these sentences, let the children point their right forefingers at the teacher's crayon and write the word in the air. Afterward ask what child can write the word "on" without seeing it again. Have each child in turn write the word on the blackboard while the teacher and the class observe.

For the next period of seat work the teacher should supply many copies of the word "Put" on squares of paper, similar squares of blank paper, and pictures of the objects used in this lesson. Pictures may be cut from old books or papers. Or the teacher may cut from plain paper suitable outline objects with which the children may reproduce the lesson that is in the book by placing words on their desks. Have the pupil lay the word "Put" and after it a picture of the leaf. Then let him write the word "on" on a blank square, lay that and finish the story with the picture of a book. After the children have made the stories they remember, see if they can with the same material invent others, as: Put (the basket) on (the chair). Take care in this exercise that they say only reasonable things. The children should write the new words with large crayons on manila paper. All this work should be in very large hand.

Another valuable exercise may consist of blackboard work on this lesson. The teacher may put outline pictures on the board, and the children may write the words "Put" and "on" in spaces left for that purpose.

Later, the second rapid oral drill should be held.

In the formal reading period use the lesson on page 5 in the

book. The children should read and then act the sentences, thus:

Teacher.—John, look at your book and see if you can find something to tell Mary to do.

John.—(Reads from the book.) "Put a leaf on a book."

Mary obeys with real objects or toys or pictures. Use real objects wherever possible.

The children may also read the sentences silently and then act them.

For pages 6 and 7

Teacher.—You remember the story of Boy Blue and his dog. Here is a story about another dog. This dog belongs to little Tom Tinker. The dog would bark and bark and bark. Now, a little girl who lived far away from Tom Tinker's house used to see the dog go by barking every day. So one day she went out to meet him, and she said,

"Bow wow wow,
Whose dog art thou?"

Then the dog barked at her as though he meant to say,

"Little Tom Tinker's dog!
Bow wow wow."

The words, "The dog," should then be written on the board and drilled upon.

After the seat drill and the second oral drill, comes the formal reading lesson, when the children should find the new words as many times as they occur on pages 6 and 7. At any period when the teacher has time, the clever children may pick out all the words of the rhyme which they can remember from the teacher's reading. This is intended to interest the pupils. It is not expected that they will know all these words when seen elsewhere.

For page 8

There are no new words in this lesson. The story should simply connect enough with past work to give the children the suggestive thought underlying each sentence. The picture of the dog on the chair suggests the thought in the first sentence. Use this picture.

Teacher.—What did Boy Blue do with his dog?

Sometimes Boy Blue put his papa's spectacles on the dog's nose and gave him a paper to read.

Boy Blue and Tom Tinker were very good friends. Tom one day told Boy Blue that he put his dog in his little wagon and gave him a ride. Here is the picture of the dog in the wagon. (The teacher shows the picture.)

Tom Tinker had a ball. Whenever his dog could find it he hid it so that Tom had quite a hunt for it. One day the dog put the ball on a box. Tom soon found it there.

Let the children give sentences using the words "dog," "boy," "put," "on." The drill should be upon all the words heretofore taught.

In the formal reading lesson use the book.

Grouping

At this point, if the class is large, it should be grouped for more definite work. Write many times in various places and arrangements the words which have been taught,—"The dog," "Put," "Boy Blue," "on," "a boy," "put," "a dog," etc. Have each child go over the list alone and see if he knows the seven words with or without capitals and singly or in phrases. Place all those who have mastered the work in the highest group and arrange the others in one or two groups according to the ability shown.

Have the pupils who are placed in the lower groups review the work until they have a sure foundation upon which to build.

For page 9

The teacher should tell the story of the "Old Woman and her Pig, which follows.

An old *woman* who was sweeping her house, found a *dime*. "Now what shall I do with this dime?" she said. "I shall go to a farm and buy a little pig."

On her way home she came to a fence, which the pig would not go over. Just then she met a *dog*. She said to the dog, "Dog, dog, bite pig, pig will not go over the fence, and I shall not get home to-night." But the dog would not.

She went a little farther and met a *stick*. So she said, "Stick, stick, whip dog; dog will not bite pig, pig will not go over the fence, and I shall not get home to-night. But the stick would not.

She went a little farther and met a *fire*. She said, "Fire, fire, burn stick; stick will not beat dog, dog will not bite pig, pig will not go over the fence, and I shall not get home to-night. But the fire would not.

She went on a little way and met some *water*. So she said, "Water, water, put out fire; fire will not burn stick, stick will not whip dog, dog will not bite pig, pig will not go over the fence, and I shall not get home to-night." But the water would not.

She went a little farther when she met an *ox*. So she said, "Ox, ox, drink water; water will not put out fire, fire will not burn stick, stick will not beat dog, dog will not bite pig, pig will not go over the fence, and I shall not get home to-night." But the ox would not.

She went on a little way and met a *butcher*. She said, "Butcher, butcher, kill ox; ox will not drink water, water will not put out fire, fire will not burn stick, stick will not beat dog, dog will not bite pig, pig will not go over the fence, and I shall not get home to-night." But the butcher would not.

She went on a little way when she met a *rope*. So she said, "Rope, rope, hang butcher; butcher will not kill ox, ox will not drink water, water will not put out fire, fire will not burn stick, stick will not beat dog, dog will not bite pig, pig will not go over the fence, and I shall not get home to-night." But the rope would not.

She went on a little way and met a *rat*. So she said, "Rat, rat, gnaw rope; rope will not hang butcher, butcher will not kill ox, ox will not drink water, water will not put out fire, fire will not burn stick, stick will not beat dog, dog will not bite pig, pig will not go over the fence, and I shall not get home to-night." But the rat would not.

So she went on a little way and met a *cat*. Then she said, "Cat, cat, kill rat; rat will not gnaw rope, rope will not hang butcher, butcher will not kill ox, ox will not drink water, water will not put out fire, fire will not burn stick, stick will not beat dog, dog will not bite pig, pig will not go over the fence, and I shall not get home to-night."

But the cat said to her, "Go to the *cow* and get me some milk. Then I will kill the rat." Away went the old woman to the cow. And she said, "Cow, cow, give me some milk." So the cow gave the old woman some milk. And away went the old woman to give the milk to the cat.

The cat drank the milk. Then the cat began to kill the rat, the rat began to gnaw the rope, the rope began to hang the butcher, the butcher began to kill the ox, the ox began to drink the water, the water began to put out the fire, the fire began to burn the stick, the stick began to beat the dog, the dog began to bite the pig, the pig went over the fence, and the old woman got home that night.

As the teacher tells the story she should sketch rapidly on the blackboard (from stencils, if necessary), or lightly paste very simple outline pictures of the objects she mentions in her story. She should place the words, "This is," before each picture as she draws it, and the children should read each sen-

tence as it is finished. When the teacher has written the phrase several times and the children have written it in the air with her, each child in turn should go to the blackboard, while all the others observe closely, and write "This is" before a picture previously drawn by the teacher. All those who succeed may then write the phrase on manila paper and paste after it the first picture in the story, repeat the phrase, paste the second picture and continue at different periods of seat work (the work is too much for one period) until the story is finished.

The children who failed to write "This is" correctly at the board should have many copies of the words made by the teacher to arrange in exactly the same fashion as the children who write. The best results are secured when children are not allowed to copy at all or to write anything without the teacher's close supervision, until she is reasonably certain that the work can be done correctly.

The sentences should be read in this way by the children :

This is the old woman who swept her house.

This is the pig she bought.

This is the dog that bit the pig.

This is the stick that beat the dog, etc.

For pages 10 and 11

Let the children use the books and draw from the pictures the thought of the rhyme. Let any child who knows the rhyme say it.

What time of day is it in the first picture ? In the last picture ? Where do you think the birds are flying to in the first picture ? At what time of day do the birds in the trees sing the loudest ? (Early morning.)

What did the birds do when the pie was opened ?

What was the king doing ? What was the queen doing ? What was the maid doing ? What happened to her ?

The enjoyment is increased by singing the rhyme to the following tune and acting it.



Let the children form a ring, holding hands. The ring represents the clothes-line. One child may be chosen for the maid. She enters the ring and hangs her imaginary clothes on the shoulders of the children.

Two or three other children may run about the outside of the ring representing flying blackbirds. All the children sing the rhyme. When they come to the line, "Down came the blackbird and snapped off her nose," one of the make-believe blackbirds should dart into the ring and lightly touch the maid's nose. Children enter into this game so fully that the author has seen a boy place his thumb between the first and second fingers of his hand and hold it up to show the nose that is bitten off.

For page 12

This reading lesson contains no new words, and is similar to that on page 8, a review for which the children have been prepared. To secure fresh images of the words taught, let the children re-read page 8, after which they should turn to page 12 and read at once from the book. Let all read a sentence silently and then call on one to give it orally as a whole, with good, natural expression. The teacher should be careful that the eager, rapid workers do not secure the lion's share of the work. Each child in the group should be called on to give the oral reading of a sentence. If any are continually unable to do this, they should be placed in the next lower group.

For page 13

The pictures on page 13 are to be used as the basis of this

lesson. The picture of the girl with the doll contains the thought which the new words represent.

Teacher.—What do you see in this picture?

Children.—A girl and a doll.

Teacher writes the words, "girl," "doll," (children following with fingers in air,) and drills on them.

Teacher.—What has the girl?

Children.—The girl has a doll.

Teacher writes the sentence "The girl has a doll," and has children read it as a whole and then point out and name the single words, "girl," "doll," "has." The other sentences on page 13 are secured by such questions as the following:

Teacher.—What has the doll on her head? (At first the children answer "a hat," but the teacher says that the sentence tells the color of the hat and the children recall at sight the word "blue" introduced in the first lesson.) What did the girl do with the doll's hat? What did the boy do? What has the girl to put her doll in? Where does the dog have the doll? (Drill on the word "in." Teacher writes the sentences on the blackboard using illustrations for words not known, as they are used in the book.) At the second drill the children should review the words "girl," "doll," "has," and "in," and learn to write the word "girl" in the manner previously described. If the children do not learn readily, the teacher may divide this lesson and use for the first part the sentences closing with, "The girl put the hat on the doll."

For page 14

Teacher.—The first boy we saw was Boy Blue. This girl is May. Who is this girl?

Children.—This girl is May.

Teacher writes the sentence slowly while children follow with their fingers in the air. Teacher writes the second time,—children follow and then write the word "May" on the board. Help individual children.

Teacher.—What has May to play with ?

Children.—May has a doll.

Teacher.—Is it a girl doll or a boy doll ?

Children.—It is a girl doll.

Teacher.—Yes, (writing) "May has a girl doll." Who can read this sentence ? (Several children read.)

Teacher.—Look at the picture and see what May has for the doll.

Children.—"May has a cradle for the doll." Teacher writes this sentence. The children read and then point out the words "cradle" and "for."

Teacher.—Now you can read this long sentence if I tell you one word. Teacher writes, "The boy put the doll into the cradle for May," underscores and tells the word "into."

All the children should then be able to read this sentence and those that follow, since no new words are introduced. If one or two cannot do so, the teacher should carefully rearrange her grouping. If the majority cannot read the last three sentences a thorough review is needed.

The second drill is on the new words given at top of the page. After this day's formal reading lesson the children should be able to write under the picture of a little girl, "This girl is May." Do not have them attempt the writing of more than one sentence at present and that at the close of the third lesson when the new words are well learned. Each day at the second drill period the children should learn to write one or two (according to degree of difficulty) new single words. These words should be chosen with a view to their use in the sentence to be written later. The highest group should be able to do this work. The lowest group may not be able to take even one new word every day and they may be wholly incapable of writing a sentence at this point. In that case the teacher must not be discouraged. She should be certain that they are proceeding as rapidly as they can and that they know thoroughly the work covered.

For page 15

Teacher.—When you invite a good many children to your house and then play games and have a very good time, what do you call it?

Children.—A party.

Teacher.—Yes, "May gave a party." (Writing slowly and very large. Have children read the sentence. Write the sentence for them a number of times, having them follow in air. Have a number of children read the sentence.)

Teacher.—Whom do you think the party was for?

When some child guesses correctly, write on the board the sentence "The party was for the doll" and have a number of children read it.

Teacher.—Who besides the children was at the party? (Write and drill.) Each of the children gave something to the doll. What did the girl give? (Look at picture.) What did the boy give? What did the dog give? Give second drill on single words.

Do not develop sentences in the exact order in which they appear in the text, else very quick children will give them by rote. Do not write those sentences on the board which contain none of the new words. Sentences which contain no new words are intended for sight reading in the formal reading lesson.

At the second drill period have the children learn to write "gave" and "party."

After the reading lesson they can write "May gave a party" or "This is a party."

For page 16

It has been found very helpful to use these review lessons at the places where they are inserted. A sharp drill upon the isolated words helps to fix them in the mind. No advance work should be taken on this day. The third reading lesson from the book may be a review of some lesson or lessons. In addition to the reviews indicated in the book the teacher is

advised to place on a card each word taught, having it in print on one side and in script on the other. Often during the day there will be a few minutes which can be used to run over these cards and the exercises may be made to seem like games.

There are various ways of giving such a drill. The whole class may take part. The teacher with the cards in her lap may turn one up to view, leave it an instant before the children, and, dropping it, call upon some child to tell what word was shown. As the word is on both sides, she reads it from one side while the children read it from the other. Or each child in a certain row may receive a card, and come forward with it. As each child reaches the front of the room he may face the class, hold up the card, and speak the word or phrase on it. If he is right, all nod; if he is wrong those who see his error may raise their hands. This exercise may be made lively, and yet orderly. Or each child holding a card may rise, show his card, and call on some other child to tell the word. If the child called on answers correctly, a card is given him. If he makes a mistake, the first child calls on another to answer.

Preparations for Work on the Morning Glory

The teacher should plant morning-glory seeds in a good-sized box as early as June or July in order to have the vine ready in September. The box should be by a sunny open window. The vine should be watered and cared for by the teacher and pupils and should be studied daily for a good many days before the morning-glory lessons are reached. A few minutes each morning before school begins, may be profitably spent in this way. (In cities, the janitor of the school building can look after the morning-glory plants during the summer. In villages and country districts older pupils living near the school will do this, and the box may be placed outside, just under a window.)

Keep the window near the plant open and whenever a bee hovers round the flowers, draw the attention of the children to the fact and have them tell you what the bee is after. Encourage children to watch the morning-glory vines about their houses and to tell you if they see bees about them.

The study of the flowers should consist in looking carefully at the colored part (corolla) and at the circle of five little green leaves on the end of the stem, which encircle the little tube of the corolla (the calyx). The children should see the five thread-like stems attached to the inside of the corolla (the stamens) and should notice the free ends and the powder (pollen) dropping out. Particular attention should be directed to the long, white stem with its sticky knob in the center of the corolla (the pistil).

The children should learn, from observation, if possible, that the bees when they dip into a flower get the yellow powder over their backs and legs and that they carry it to other blossoms, where some of it drops on to the sticky knobs and goes down the long white tube to where the tiny seeds are formed, while the busy bee gathers fresh pollen from the stamens of the blossoms as she goes out. The same plant that has flowers on it will have partially formed and fully formed seed vessels. Open some of these and let the children see the little seeds within. Have them put some away for use in the germination lessons to come in the Spring.

Children will be very much interested in all this and will be preparing in the best possible way for the reading lessons to follow.

For further information, see "Flowers and their Friends," M. W. Morley; "Nature's Garden," Neltje Blanchan.

For pages 16 and 17

The blooming plant, or if not that, the picture on page 17, can be used for this lesson.

Teacher.—What color is the morning-glory that you see, John? (Writing) "I can see a red morning-glory."

This sentence must be written slowly several times as it contains five new words. Let the children read it a number of times. Then let the teacher write it again, and drill on individual words.

At the second drill period teach the children to write the word "morning-glory" and after the third period "This is a morning-glory party." Do not expect equally good results from all the children, but encourage them, give individual help and get the best of which each child is capable.

For page 18

In this lesson the blooming morning-glory vine is represented as giving a party, with the idea in view of preparing the child's mind for the scientific fact of fertilization by the bees. The flowers on the vine attract attention from men and insects by their brilliant colors, and furnish refreshment for the bees.

Teacher.—What are these flowers?

Children.—Morning-glories. (Write and drill and have children write to review and to gain plural form.)

Teacher.—These morning-glories gave a party. What kind of a party was it?

Children.—It was a morning-glory party.

(Teacher writes the sentence and drills.)

Teacher.—Who was at the party?

Children.—The boy. The girl. The dog.

Teacher.—Were you at this party?

The teacher gets several answers and then writes the question. After the second drill on the new words, have the children learn to write "the doll." After the third period they should be able to write "The morning-glories gave the party for the doll."

Let the word drills be so thorough that the children know certainly the new words before the lesson in the book is taken.

For page 19

The teacher should take a section of a morning-glory vine containing flowers and seed vessels in different stages of development.

Teacher.—What did the bee bring to the morning-glory?

Children.—Flour or pollen.

Teacher.—This pollen started the little seeds to grow. Now, where do you suppose the morning-glory keeps her seeds? (Various answers.) Where did May put her Dolly to sleep?

Children.—In the cradle.

Teacher.—The morning-glory keeps her seed-babies in a little cradle. Here it is.

The teacher should here take a blossom in which the seed-vessel is very small and point out the seed-vessel. A magnifying glass should be used to show the tiny seeds, after the seed-vessels have been cut open. Another blossom showing a seed-vessel in more advanced stage of development should then be shown, and still another one more matured until the children have before them a succession of "seed-cradles" from the smallest to the ripest. With the specimens before the children, the teacher should then question quickly for the sentences in the book, as

Teacher.—What does this morning-glory have for her seed?

Children.—A cradle.

Teacher.—Can you find the cradle? (Children find it.)

Teacher.—You may do as this sentence tells you to do. (Writing) "You may find seed-babies." You may read this, (writing) "The morning-glory party was for the seed-babies."

If the children have done the written work outlined thus far, they should now be able to write a sentence from memory,—that is, write a sentence formerly written without seeing it re-written by the teacher—and to form new sentences with the words which they have written. For example, let them write at this period, "May gave a party for the doll. The morning-glories gave a party for the seed-babies."

For page 20

If the children know from former observation or experience —the reading to them of illustrated stories, or the crowning of the May Queen, etc.—what the queen's crown is, and what it

signifies, no added illustration is needed here. If not, the teacher may make a crown of gilt paper and some little girl may sit upon the platform as queen, while her subjects file past and make obeisance. Such a play will vary the monotony of the daily "marching" exercise. Then show the picture of the queen in her crown on page 12.

If possible, when this lesson is given, have enough fresh blossoms for each child to have one.

Teacher.—We will call this beautiful part of the morning-glory a *crown*. What has the morning-glory?

Children.—The morning-glory has a *crown*. (Teacher writes the word and children follow with fingers in the air. Then all write at board. Drill.)

The teacher should tear off a part of the calyx of her flower as in the picture, and show the children the *queen* (pistil). Children may find the queen in their flowers without tearing the calyx.

Teacher.—What is in the crown?

Children.—A queen is in the crown. (Drill on the word "queen.")

Have the children notice that this little morning-glory queen stands over her babies' cradle. Tell them that she is a very faithful mother and never leaves her place until her babies leave the cradle, and show them the dried pistil on the seed-pod.

Teacher.—What has the queen for the seed-babies?

Children.—A cradle.

Teacher.—Yes, (writing as she talks) "The queen has a *little* cradle for the seed-babies." (Drill on the word "little.") Who can read this long sentence? (Let a number of children read.)

Drill on the new words; have new words written. Have sentences mastered as thoughts and read as wholes. Do not have the reading lesson from the book until words and thoughts are familiar to nearly all of the children. Encourage children to study, and praise them for studying from their books when they have finished their busy work.

For page 21

Children will take great delight in memorizing the verses, and all will learn them very quickly if taught a little action with them.

The word-building exercise is given to teach the value of the addition and subtraction of the letter "s." Hereafter, when either form is listed as a new word, the other form should be called for and used. (For drill on "Word Building," see p. 45.)

For page 22

If bees have flown in at the windows to the flowers, and children have noticed and talked about them, this lesson will be a very easy one to give and will be much enjoyed by the children. If possible, the teacher should capture a few bees a week previous to the teaching of this lesson and put them in a wide-necked bottle with a piece of gauze over its mouth. Let the children daily feed them and observe their doings. Liberate one or two among the morning-glory flowers or other blossoms when the lesson is given. If bees cannot be obtained, use the picture on page 21.

Teacher.—The morning-glories gave another party. Whom did they ask to this party?

Children.—The honey-bees.

Teacher.—Yes, (writing) "The morning-glories asked the *honey-bees* to the party." Who can find the word "honey-bees?" Let us write the word together. (Have the children write the word several times on the board.)

Teacher.—Who can find "asked"? (Drill and write.)

Teacher.—What did the honey-bees do when they were invited?

Children.—They *came*. (Write and drill on "came.")

Let the children pull the corolla off the calyx and suck out the honey. Recall to the children how bees are attracted by the bright colors in the morning-glory, and how the flower gives the bee honey for its food.

For page 23

The teacher should have morning-glories with ripened pollen ready to fall from the anthers. This is the time to draw particular attention to the stamens. If possible, have the children see pollen falling from the anthers. Ask what it looks like. The answer is almost certain to be "flour" or "meal." If the children see a bee flying into a flower and coming out powdered with pollen, they will be intensely interested. If they do not see it, tell them how the bees gather the pollen, eat some, and make bee-bread of a good deal to feed the young bees with.

Gain the statement, "The little morning-glory makes honey and flour for the bee," and "The bee makes the flour into bread." These two statements contain all the new words and should be especially drilled on.

If the morning-glory flowers cannot be obtained for use in connection with the work on bees, use any other flower which they visit. Simple flowers are best for this purpose.

Hereafter, the suggestions given will concern chiefly the presentation of the material and the suggestion of the thought of the new lesson to the children. It is intended that the drills constantly mentioned in the preceding pages shall be continued in the teaching of all new words throughout the book. Have little composition-stories of at least two sentences written from memory each day on paper. By Thanksgiving time, the children will be able to write three or four sentences about the subject for the day from questions which the teacher will put on the board or from memory.

For pages 24 and 25

Center the language work now on the bees. What does the morning-glory make for the bees? What does the honey-bee do with the flour? Where does the bee put the bread? Where does she take the baskets of bread? What do the bee-babies do with the bread? What else do the bees eat?

Notes on Honey Bee

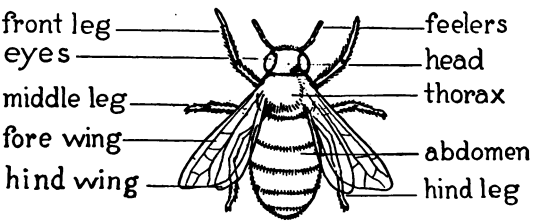
By using a wide-mouthed bottle a bee can easily be captured as it comes out of a blossom.

The feelers or "antennæ" are hands, ears and nose to the bee. They are constantly in motion and are a necessity to the bee in acquiring information of the world about her. When they are injured or removed the bee soon dies.

Close observation of the bee's body will disclose numberless hairs. Her six many-jointed legs have likewise a fine supply of stiff hairs which she uses for different purposes.

The bee has a long, brown, flexible tongue, which it can push down into the very bottom of the flower-tubes for honey. The bee folds its tongue within a tiny groove under its head when it is not using it to suck up honey.

The nectar which the bee swallows from the flowers lodges in a "honey sac" in the larger end of the abdomen. Some of it is here made into honey which the bee puts into the honey comb and which we use. Some of it is retained as food for the bee. Pollen is her chief food, but she also gathers more of that than she eats. The greater part of the pollen which she gathers is made into "bee bread." Some of it is, of course, brushed off her body in fertilizing flowers.



The bee's weapon of defense is her sting. It is enclosed in the abdomen and is darted out at will. It is likewise the "ovipositor" or egg placer of the queen. As a weapon of defense it is laden with poison from a little poison sac in the abdomen, and it is this poison which makes a bee's sting so painful. A bee's sting once imbedded in flesh or in a fine substance cannot be removed. The bee then flies away leaving her sting. Attached to the sting are the internal organs of the bee, with which also she parts when she loses her sting, and thus in a temper she loses her own life.

Life in a hive is very complex. Some bees gather honey and pollen, others make wax and build the combs and others nurse the young bees and feed the queen.

If the bees in the bottle be moistened with water and dusted with a little flour, the process of rolling the pollen or making bee-bread may be plainly seen in the school room. The hind legs of the bee are larger than her other legs and are curiously curved and hollowed below the fourth joint, thus forming a real cavity or basket for depositing pollen, or bee-bread, as it is

called. The bee dives down into a flower for nectar and at the same time she rolls her hairy body and legs over the pollen-laden stamens of the flower. When she leaves the flower, she brushes some of the pollen from her body and legs by means of the hairs on her legs, and moistening it with nectar from the honey-sac, she rolls it into tiny balls which she deposits in her pollen basket.

For further information on the bee, see M. W. Morley, "The Bee People"; and "Hodge's Nature Study."

For page 26

In some localities the teacher may be able to get specimens of the three different kinds of bees. Usually this is impossible and then the teacher must use the pictures and draw out by questions the differences among bees in size and shape and give to each its name—"worker," "queen," and "lazy bee," or "drone." Teach the words at this time and have them written. Tell the children such facts about each as will interest them; how the queen is the mother of the hive and lays all the eggs, sometimes as many as three thousand in a day: how the worker bees, besides collecting honey and making bee-bread, make a special jelly food for the queen and feed it to her, and how the drones live for a short time only and make no honey.

For page 27

The teacher should provide honey-comb which shows both honey-cells and nesting-cells. Show these combs to the children and tell them how some of the worker bees make the dishes to hold the honey and the cradles to hold the babies, and how the queen lays her eggs in the cradles, and leaves some of the worker bees to keep them warm until the young bees come out.

About the third day the eggs change to larvæ or maggots which are ravenously hungry. The workers, or nurse bees, now make food for the tiny bees and put it into their cell. When the larva almost fills the cell the nurse bees seal up the cell with a cap of wax. The larva then changes to the pupa stage and after several more days bursts its way out, and appears a full-grown bee. When a number of young bees are about to emerge from

the eggs, the old queen leaves the hive taking with her the old bees. The honey and comb is left for the bees just beginning life.

Get the statements by right questions and have the customary writings, drills, final reading of the lessons, and compositions.

For page 28

Children have book open)

Teacher reads.—*" Busy body, busy body,*
Always on the wing,"

Teacher.— Put your finger on the busy body.

" Wait a bit where you have lit,"

Teacher.—Where is he going to light ?

" And tell me why you sing.
Up and in the air again
Flap, flap, flap ! "

Teacher.—What is it that flaps ?

" And now she stops, and now she drops "

Teacher.—Drop your fingers down.

" Into the rose's lap."

Teacher.—Where is the rose's lap?
The teacher reads the last verse.
Read the whole poem again without interruption.

For pages 29 and 30

Have clusters of ripened morning-glory seed vessels for each child to look at. Notice that the seed vessels or cradles are

dry and brown and that the calyx is now withered and brown and turned back over the stem. Notice the queen pistil still adhering to the seed vessel. Open the seed vessels and have the number and color of the seeds noticed. Dark flowers produce black seeds and light colored flowers white seeds. Note the tiny round spot at one end. Preserve a quantity of the seeds for use in the spring. Have the children take an active part in this preservation, bringing boxes to put seeds in. Label the boxes and let the children plant the seeds in the spring.

(Children have books open at page 29)

Teacher.—Who are these children ? What has Jack in his hand? What color are the seeds in the cradle you hold, John? In the one *you* hold, Bessie? The seed babies are *asleep* now. (Write and drill on the word "asleep.") They *sleep* all winter. (Write "sleep.")

Teacher.—Notice how the children, Jack and May, are standing in the picture.

Turn to page 30 and let the children, facing each other, read, one a question and one an answer ; then two other children and so on.

For page 31

This poem furnishes a very pretty ending to the lesson on page 30. It should be read by the teacher at this point, after she has in a conversation made clear that from the seeds which the children hold will some day come vines such as that on which these seeds grew.

For page 32

This lesson introduces to the children the caterpillar of the species of butterfly known as *Papilio polyxenes,* better known as the black swallow-tail.

It is the caterpillar which feeds on the parsley family of plants, including carrot, celery, parsnip, dill, caraway and fennel, and is found from July until November. It has two large orange-colored horns which it thrusts out when disturbed and from which issues a disagreeable odor.

It will add very much to the interest if the teacher has a caterpillar on hand when the lesson is presented. Keep it in a glass jar covered with cheese cloth. Give it air and supply it with plenty of fresh carrot, parsley or celery leaves each day. It should be in the schoolroom some little time before the class is ready for the lessons so that the children may watch it and become familiar with it.

Have the children notice how ravenously it eats, and how it bursts its skin and emerges in a new and larger one; eats and bursts its skin again, and so continues until it puts on its fourth suit which is its chrysalid for its long winter nap.

Put a rather stout twig with several little branches into the jar, that it may have something to attach itself to when it becomes a chrysalid.

The eggs of the butterfly, about as large as a small pin head, are laid singly on the leaf, and in eight or ten days hatch into little caterpillars not so large as the tiny black and white caterpillar on page 34. By careful watching in a garden a butterfly may be seen depositing its eggs and some may be secured. The children will watch the development with keen interest, and read the new lessons with great zest and intelligence.

Secure a butterfly if possible, or if not, a picture of the *Papilio polyxenes*, and tell the children that this butterfly laid the eggs; then have them watch the eggs and the little caterpillar until they finally spin themselves into their chrysalids for the winter. City teachers can secure these caterpillars from market gardeners.

Teacher. (Showing caterpillar, or failing that, picture on page 32.) What is this? (Showing butterfly or picture.) What is this? What did this butterfly lay on the parsley leaf? What came from the egg? What comes from hen's eggs? (Little chickens.) So, little butterflies come from butterfly eggs. What, then, is this caterpillar? (A little or baby butterfly.) What kind of a baby is this caterpillar? In the picture what does he try to say? ("I am not a seed-baby. I am a butterfly-baby. See me walk on a leaf.")

Drill as usual upon the new words and make the usual preparations before reading from the book.

If the teacher has been so unfortunate as *not* to have a caterpillar in the schoolroom, she will have to *tell* the story of its growth from eggs to chrysalid. In order to secure the written composition after the reading lesson, questions like the following may be asked:

What do you see? I see a butterfly-baby.

What can it do? It can walk on a leaf, or it can eat the leaf.

For page 33

Have a review reading lesson—or lessons—on the day when you have a word calling review.

For page 34

Where does this caterpillar live?

What kind of dresses has it?

The seed-baby of the morning-glory has what different kinds of dresses? (A black or a white dress.)

These questions will bring out the new words. If the children begin to show that they are getting words too fast, go back and review a few of the old lessons and word calling exercises.

For page 35

Teacher.—Do you remember Jack, who knew so much about seed-babies? Well, Jack found something on a leaf in the garden one day. You can see a picture of it (page 35) here. What do you think it is? (If children have seen eggs on a parsley leaf they will be much interested in this lesson.) Where did Jack see the little eggs? Did he know the little eggs? He said to one of them, "Are you a seed-baby?" (Writing.) But the egg said, "I am an *egg*."

An ordinary magnifying glass through which the children may see the eggs enlarged adds much to this lesson.

Drill with great care on the new words. Short words are quite as difficult as long ones to little children.

It is desirable to take two days to this lesson. On the first day teach new words in connection with the facts presented. Give much blackboard work to be read by the pupils and have pupils write sentences containing some of the new words learned. On the second day, review the words, singly or in phrases, and have pupils use more of the new words in sentences. Then read the whole lesson from the book.

For pages 36 and 37

Teacher.—Jack had some little eggs on a leaf. He went to see them every day. One morning the eggs were not there. What do you think had happened? Caterpillars had come from the eggs. At first Jack did not understand this, for he had not seen the little caterpillars grow as you have done. Then he saw an empty egg shell and some little caterpillars, and he began to understand what had happened. He watched the little caterpillars very sharply. What did he see them doing? How were these tiny caterpillars dressed?

(For drill on "Word Building," see page 46.)

For pages 37 and 38

Teacher.—What did the butterfly-babies do? (*Ate* and *ate.*) How long did they eat? When they burst their old dresses, what did they put on? Then what did they do?

(Be very sure that the majority of children in the class have mastered the new words before you take the next lesson.)

For pages 39 and 40

(For drill on "Finding Sounds," see page 47.)

If the teacher has kept the school caterpillar well supplied with fresh green leaves and has put a good sized twig within

its reach, the children will be able to see it prepare itself for its winter sleep. If possible, let them watch it as it climbs a twig and then spins a web of silken threads against the surface of the twig. The caterpillar will tangle its hind legs in the mesh of threads and proceed to spin a loop back and forth over its back to support it and prevent its body from falling. It will then in about twenty-four hours cast off its caterpillar skin and gradually change from pale green in color to an ochre yellow and then to the color in the picture, page 39, or it may remain a light green.

Chrysalids should be carefully kept in a glass covered box until they emerge as butterflies, which many of them will probably not do until April or May, although a few may open in a warm room late in the fall.

For page 41

After the review in word calling, have a review language lesson on the caterpillar, guiding the telling of the story so that you will have it complete. Then have a review reading lesson. Work for sentence reading instead of word calling, and praise the children for good expression.

(For drill on "Finding Sounds," see page 48. For "Word Building," see page 46.)

For pages 42 and 43

The teacher should be prepared for this lesson by having in the room stalks and pods of milk-weed, or "silk-weed," as it is sometimes called. It grows over so wide a range of territory that it may be found in almost any part of the country. If any of the fresh stalks can be obtained, let the children break the stem and see the milky juice, and when the pods have ripened and are ready to burst, show them the seeds lying within the "cradle." The pinkish blossoms come in the summer—July and August—and in September the pods have begun to form. Tell the pupils how a large, beautiful butterfly (the monarch) lays its eggs on the under side of the leaf of this plant and how in four or five days these eggs hatch out and become little caterpillars which eat these leaves as the parsley caterpillar eats the parsley. Then the caterpillar becomes a chrysalid and emerges

as a butterfly to sip nectar from the blossoms of the plant whose leaves furnish food for its early life. If possible get a monarch butterfly or a colored picture of one.

Very pretty drawings may be made of the milk-weed seeds by the children and used as illustrations for their compositions.

Develop new words by appropriate questions, taking care to have the new words put into sentences unlike those in the book. Keep the sequence of text in the book fresh for the formal reading lesson.

For page 44

Take the children out of doors with plenty of milk-weed pods and let them throw the seeds up into the air and watch the wind carry them away. This is the time to read to them the poem on page 44.

The indoor lesson will go with much more zest for the out-door play with the seeds. Have the children watch the seeds sink to the earth when the wind lulls, and lead them to see that the plant is found in so many places over our country because the seeds have wings to fly with.

For pages 45 and 46

(For drill on "Finding Sounds," see pages 48 and 49.)

What carried the milk-weed babies away ?

(Teach the word "wind.")

When the wind stopped blowing, what became of the babies ? (Teach "fell" and "ground.")

What did the wind do ? (Teach "blew.")

When the wind blew, where did the babies go ? (Teach "away.")

When the wind came what did he do to their cradle ? (Teach "shook.")

Write and have the children act :

This is the wind *that* blew the cradle. (Children "blow.")

This is the cradle *that* the wind blew. (Children make cradle with hands.)

This is the baby *that* was asleep in the cradle. (Children show seeds.)

(Teach "that.")

For page 47

The poem on this page is read with good effect out of doors on a breezy day and accompanied by action, that is, by turning toward the directions mentioned.

For page 48

The teacher should get branches containing nuts of such trees as grow in the vicinity—oak, walnut, chestnut, and she should, if possible, take the class to see an oak or other nut tree with the acorns or nuts hanging upon it, and falling from the tree or lying under it. In all parts of the country the white oak is common.

Have plenty of oak leaves on hand and let the children notice the deeply cleft leaves and their beautiful autumn colors. Have them make drawings of the leaves on the board, and water color or crayon sketches on paper.

While out, or with oak branches in the schoolroom and acorn in hand, tell the children how the tree blossoms in April and May. Ask who remembers seeing it in bloom. Explain how it takes all the months in between for the nuts to ripen. Break a nut open, and show the embryo. If you can get chestnuts with the burrs on and hickory nuts with the woody husk on, have the children notice how well the nut inside is protected, while growing, by its outer covering. Draw attention to the fact that acorns have no such protection. Have the children taste an acorn and tell them that while young it has a taste so disagreeable to most animals that they will not touch it. Its taste protects it from being destroyed. Show them how a

set of dishes may be made from acorn cups. Preserve acorns for spring use.

Most acorns lie on the ground all winter, kept moist by rain and snow until spring, when they sprout. Find some sprouted acorns in the spring. Chestnuts, beechnuts, and hazel nuts belong to the oak family.

Nuts and leaves make pretty drawings, not too difficult, and give much interest to the little compositions.

Develop new words as carefully as you did at the beginning and have frequent review reading and word-calling lessons.

Nature's Preparation for Winter

The ripening fruits (apples, pears, peaches, quinces, grapes, etc.) having reached maturity, fall from the trees or vines. Men carefully remove them to a place for preservation for winter use. Garden vegetables (tomatoes, potatoes, onions, beets, celery, cabbage, pumpkins, beans, peas, etc.) likewise reach full growth and many of them drop from the parent stems if not removed therefrom.

The material which gives food to vegetation and makes the leaves green ceases to be manufactured by trees and plants which, having done their work now demand a season of rest. The perennial trees and plants stand bare and brown with the next year's leaves closely wrapped in well-protected winter buds, very near to the place to where this year's leaves grew. Look for these winter buds ; watch them steadily and persistently through the winter. If possible, select a maple, a cherry, and an apple tree and confine your frequent observations to the same trees.

The yearling plants, having made and ripened their fruit in which their seed for future young plants is deposited, linger without adding to their growth until the first frost ends life for them, and they become waste material which drops to the earth and disintegrates into food for future generations of plants.

The mature fruits and vegetables, being in large measure seed vessels, should have attention from the children whose interest has been aroused by the lessons in this book.

Fruits having a sweet, fleshy part for edible purposes are attractive to animals and man. Nature provides against the destruction of this fruit before the seeds are mature and ready for the reproduction of the plant by keeping the fleshy parts sour and unpalatable until the seeds mature.

It is then desirable that man and animals should eat the fleshy parts and liberate the seeds, or in some cases eat the seeds also, as they are thus disseminated for future generations of plants.

Thus squirrels never molest an unripe walnut because its outer covering is rich in tannin and consequently is very bitter. But they carry the ripe nuts to far distant trees in laying up a winter store of food. Many nuts which were dropped by the way, sink into the earth, germinate and produce new trees.

The chestnut is covered with spinous bristles while green. When the nut is ripe this prickly covering bursts open and liberates the palatable nuts within.

For pages 50 and 51

(For drill on "Finding Sounds," see page 50.)

Develop the new words very carefully and not too rapidly and then, as on page 30, have the children read the lesson as a dialogue and they will enjoy it very much.

Tell the children how the wind blows the seeds about so that they have a chance to grow in new places. The sailing seeds of the maple, the dandelion and thistle, and many other winged seeds are blown to distant places, and there new plants grow in the spring. Collect and show to the children some of the winged seeds. Let them blow them. Have them make drawings after the style of those on page 51.

The wind blows the trunk and branches of trees back and forth, bending them and so making the sap flow quicker, and the trees become healthier.

The wind blows the pollen from some trees (the pines, for instance) and from many plants, and fertilizes the seeds of other trees and plants.

Word-Calling

Be sure that the children know these words, and, if possible, have them able to use them in oral sentences. See that these sentences are sensible. They should indicate a lively recollection of past lessons.

For pages 52 and 53

This story is adapted from Henry Ward Beecher's "Norwood."

Each child should have for this and the next lesson, several bright colored autumn leaves which should, if possible, be furnished by the children themselves.

Tell the children to listen under a maple tree on their way to school and they will hear the leaves sighing (faintly rustling). Let the children sigh. Have the picture on page 52 studied and talked about. Lead the children to see its beauties and particularly the soft autumn colors. If possible, take them out to some neighboring spot where they can get a beautiful autumn view.

The words in this lesson are not very easy and must be drilled on slowly and with great care.

Have each child write two or three sentences about a leaf which lies on his own desk, as :

"I have a leaf. The little leaf sighed. It was afraid. This is the leaf (drawing)."

Call this written exercise a *composition.*

(For drill on "Finding Sounds," see page 50.)

For pages 54 and 55

This lesson is a continuation of the lesson on pages 52 and 53. Before beginning page 54, have an oral review of the thought of the previous lesson. Have the children give complete statements in answer to careful questions from the teacher. Then have one tell the whole Word Building exercise on page 37, and then after that drill on the first three words on page 54.

Have a review reading lesson of the whole story and make the school room bright with autumn leaves and branches.

(For drill on "Finding Sounds," see page 50.)

For pages 56-57-58

Take at least two days to this lesson, developing for the first

day's lesson only those words which occur on page 56 and leaving the rest for the next day.

Have plenty of chestnut burs, walnut and hickory husks, on branches, if possible, and let the children see the nuts inside (seed-babies).

Teacher.—Did you ever hear the wind roar? Sometimes he makes a loud noise as he rushes through the tree tops. Then what falls to the ground? Yes, the leaves come fluttering down, and something else comes thumping down. (Show walnuts in hulls and chestnuts in open burs.) Who, do you think, took the nuts from the trees! Where is the cradle of these nut-babies? How is the walnut baby going to get out of its cradle? What do *we* want the walnut for? The chestnut?

Question further for the thought contained in the text of the lesson.

Some nuts lie under the leaves on the moist ground all winter, and are ready to sprout when the warm spring days come.

The chestnut is related to the oaks, but it flowers later than the other oaks, though its fruit matures as early as theirs.

The walnut is not an oak. It is related to the butternuts, hickory nuts, pecans, etc.

If possible, a chestnut, a white oak, and a walnut should be watched by the children.

For page 58

The answer to the riddle is *a walnut.*

(For drill on "Finding Sounds," see page 51.)

For page 59

Explain this poem to children. The spring or early summer of the first verse is a pretty contrast to the winter scene of the second verse. Let the children memorize it.

For page 60

For this lesson procure at least one corn stalk with the ears of dried corn still on it. City teachers can get this from some market gardener.

Have the children tear off the dried husks which surround the ear of corn and tell them that the husks are the cradle for the ear of corn. The dried silk within is the queen (pistil) and gets the powder that falls from the tassels on top of the stalk. The tassels are really the stamens of the flower. The wind blows the powder of one stalk over the silk of other stalks. The kernels of corn (seed-babies) do not develop until the powder has fallen on the bunch of silk that projects from the ear. In the case of corn the wind does the work that the bees do for the morning-glory.

Have the children tell of uses to which we put corn—that we eat it, fresh or canned, or have it ground into meal and make bread of it, and that starch also is made of it (corn starch).

For page 61

(For drill on "Finding Sounds," see page 51.)

A word-calling lesson gives a chance for review of all reading lessons.

The answer to the riddle is *a well.*

For page 62

This lesson will prove easy and interesting if each child reads to some one, who answers the questions.

It is a little study in comparative anatomy. Attention is drawn to the different positions of the body in man and the four-footed animals.

(For drill on "Finding Sounds," see page 51.)

For page 63

Let the children try to copy the drawing after the poem has been read to them.

("Finding Sounds," see page 51.)

For page 64

For this lesson each child may have an apple, which he will later make a drawing or a painting of.

The teacher should have two apples. Cut one in halves horizontally and the other from stem to blossom. This will give a good view of the horny material around the seeds, which with the seeds is called the core. This, the core, is the natural ovary of the apple blossom, or the seed cradle. The edible part is the enlarged receptacle. The sepals of the calyx of last spring's blossoms remain on the apple opposite the stem. Apples, pears, quinces, cherries, plums, strawberries, and roses all belong to the same family. At the end of the lesson let the children eat their apples and find the seeds.

For page 65

Get a pumpkin, if possible, for this lesson, but if it is not obtainable get a squash and cut a piece out of it so that the children can look in and see the seeds, and feel the thickness of the rind. Then save it for the Jack o' Lantern lesson, page 69.

Tell the children that it is related to the watermelon, cantaloupe, cucumber, and gourd. Its hard outer part protects the seeds within. The children will be interested to know that the Indians used to grow pumpkins in their corn fields long before white people came to this country, and they will tell you with interest of the uses to which we put it—to cook as a vegetable for dinner, for pies for dessert, and to feed to cattle.

(For drill on "Finding Sounds," **page 66,** see page 51.)

For page 67

If a live turkey is not available for this lesson, have a large picture to show the class, and get from the butcher the foot of a turkey, chicken, or other fowl. Explain to the children that what they call the foot is really only the toes of the fowl, cor-

corresponding to their own toes, and that the [illegible] of a turkey, chicken, or any other bird, corresponds to the first joint, which makes the [illegible]. Above this joint comes the [illegible] which corresponds to the leg between the ankle and the knee, and the second joint, which corresponds to the thigh. The children are thus [illegible] that turkeys, chickens, and all birds walk on their toes. Have them discover, either from the turkey itself or from the picture, that the head and upper part of the neck is bare of feathers.

The "[illegible]" of the turkey, like the [illegible] of a rooster, is a kind of comb.

The wild turkey is a [illegible]. She likes to make her nest in the woods and raise her little turkeys there until they are a good size, though [illegible]. Snakes and [illegible] are great enemies of the turkey, and a turkey mother has much [illegible] in bringing up a brood [illegible] until the young turkeys can fly into high trees [illegible].

The study of comparative anatomy begun on page 62 is here continued. It is well during this time of the year to introduce a few lessons in simple anatomy, physiology and hygiene.

For page 68

Make a chart of the [illegible] of the [illegible] from the [illegible] lesson, letting the children help or at least see the operation. "[illegible]," "[illegible]," "[illegible]," should be written and studied as they are made on the [illegible].

Have the children tell who are the [illegible] friends and who the enemies of the [illegible] page 68.

For pages 71 and [illegible]

This lesson is intended to [illegible] in the child a spirit of [illegible], friendliness and thankfulness and leads up to the [illegible] celebration about which children will be glad to

talk. Encourage them to tell for what they have to be thankful.

The words of the lesson are not easy and must be carefully taught and thoroughly understood before this lesson is read. Have them written many times.

Before going on to the next lesson have a review reading lesson of this and the previous story. Have written exercises each day.

For page 72

Have this poem memorized.

For page 73

Have a picture of deer with antlers. A copy of Landseer's "Monarch of the Glen" which may be obtained at a very slight cost, makes a valuable addition to the school room ornamentation.

The text of the lesson is largely confined to comparative anatomy, but a knowledge of the habits of the animal adds much to the interest of the language work.

Deer like the one in the picture are found all over the United States. They like to feed by the edge of a swamp or to follow the windings of a brook between low hills, nipping twigs and leaves and drinking from the stream. They enjoy hay, clover, and garden truck whenever they can get it.

Only the males have antlers and these they shed once a year.

The deer being a hoofed animal is related to the horse, cow, sheep, goat, and hog. Deer have rounded horny hoofs which terminate the toes and correspond to the claws of rodents. They chew their cud like the cow and like the cow they have no front teeth in the upper jaw.

The reindeer which Santa Claus drives (page 89) is found only in the Arctic regions. Both male and female reindeer have antlers, and larger and more spreading hoofs than the ordinary deer farther south. The spreading hoofs prevent them from sinking in the snow. The reindeer eats moss hanging from the trees, or growing in the ground under the snow.

For page 74

(For drill on "Finding Sounds," see page 52.)
The answer to the riddle is *the baby.*

For pages 75 and 76

It is easy to secure a live squirrel for these lessons and it is desirable to do so. Children will be interested in watching and feeding it, and will, if encouraged, tell interesting stories about squirrels.

Make your chief study of whichever kind of squirrel you can get—the red or the gray. In either case lead the children to discover that squirrels are gnawing animals, and that they have two large curved front teeth which they use for cutting through the nuts. Make a drawing of the squirrel's teeth.

These teeth grow constantly from the back and wear away at the free ends by rubbing on nuts. The joints of a squirrel's fore legs are so made that it can use those legs as arms and its paws as hands to hold the nuts. The hind legs are much longer than the fore legs.

Have the children notice the bushy tail which curves up over the back of the squirrel, and particularly the color of the body and the fact that it is almost pure white below.

Gray squirrels frequently make their homes in the trees in the heart of a city. They object less to the noise and confusion there than to the dangers in the country from dogs and other fierce animals. A pair of squirrels will find a hole in some good sized tree, enlarge it, and fill it with leaves, and bring up their little ones in it. In summer they make their nests of leaves and twigs on the branches. They warn each other of danger by a kind of rasping bark.

Red squirrels are more quarrelsome, noisy, and mischievous than gray squirrels, and frequently steal their neighbors' stores of nuts. Both kinds of squirrels store up nuts for winter, but the red squirrel begins much earlier in the season. The red squirrels in northern woods often gnaw away some of the bark of the sugar maple trees, dig out a kind of saucer-shaped cavity, and drink the sap which flows in. Red squirrels sometimes make nests in branches and sometimes in underground cavities.

For page 77

A live rabbit is even easier to obtain than a squirrel, as many children have them for pets. The rabbit is related to the squirrel, being a gnawer and having the same kind of long curved teeth in front, but it does not eat nuts as squirrels do.

Have the children notice the very short tail (and have them compare it with the squirrel's tail), the very long hind legs which give the rabbit its jumping gait, and the large ears.

The rabbit cannot use its fore-paws for hands as the squirrel does, because he cannot turn the fore legs.

Combine with observation such facts as will interest children, as, for instance, the following :

The rabbit is found in all parts of the United States. The mother rabbit makes her nest of twigs, grass or leaves, on the ground, sometimes in a berry patch, sometimes in a hay field, or under evergreen trees in the woods. She lines it very carefully with soft white fur which she plucks from her own body. She has from four to eight young.

Rabbits like to eat all kinds of garden vegetables and fruit, but they do not store up food as the squirrels do. They manage to live in winter time on twigs, bark and such tender shoots as they can find.

The cottontail rabbit travels constantly back and forth by the same path, so that its enemies know very well where to look for it.

The rabbit does not know much about fighting. It tries to hide itself from its enemies by crouching down and sitting perfectly motionless when danger is near.

For page 79

Do not lose sight of the importance of the word-calling reviews. Words will be forgotten unless reviewed.

For pages 80 to 85

Develop the new words of these lessons by means of the pictures and have the words of one section thoroughly learned before beginning the next. Whenever you take up a new section

have the previous parts told, that children may keep the connection in mind. Work for good expression,—that is, have the children get the thought of the sentence before reading it orally at all. The children will write good compositions on this story.

For pages 86 to 92

In the first of this story the children meet their old friends, the bears, rabbits, squirrels, and will greet them with interest which may be strengthened by review questions.

This story closes with a presentation of the Christmas spirit which should be emphasized.

(For drill on "Finding Sounds," pages 83, 86 and 89, see page 52.)

For page 93

This page may be used profitably for oral and written language lessons.

Questions like the following may be asked to secure the oral expression preceding the written composition :

What is this a picture of ? This is a picture of a Christmas party.

Who are at the party ? Jack and May and their friends are at the party.

What have they at their party ? They have a Christmas tree.

What has the Christmas tree on it ? The Christmas tree has gifts on it for the children.

Before putting the book away for a new one, spend several days having review reading lessons, letting the children read again the lessons they like best, and testing them upon their power to read the poems which have been read to them.

WORD BUILDING

The children's reading vocabulary can be much increased by the teaching of some of the simpler combinations of suffixes with known stems.

For page 21

This lesson is not intended to be either a lesson on plural forms or on the third person singular of the present tense of the verb. It is a lesson on the phonic value of "s" used as a suffix to words of one syllable.

Present a seed, and get the pupils to give you sentences—"You have a *seed*"; "There is a *seed*"; "I see a *seed*"; etc. Write these sentences on the board, underlining the word "seed." Then present two, and then three seeds, and get statements parallel to those previously given—"You have two *seeds*;" "I see three *seeds*," etc. Write these sentences under the others so that the statements stand in pairs, with the word "seeds" in every case under the word "seed," thus:

There is a *seed*,
There are two *seeds*,

and let the pupils notice the effect of the added "s."

In similar exercises given on the other words, the pupils will themselves, if the space is left vacant, write the word with or without the "s" provided the parallel sentence is written intact by the teacher.

An exercise at the desks may be made by giving the children slips of paper with sentences containing forms of the verb or noun without the "s" and similar sentences with omissions to be filled requiring the "s."

Henceforth all pupils who do this well may be expected to know any word which can be derived from a known word by the addition or the subtraction of a final "s."

For page 37

The word "morning," page 16, first exemplified the use of "ing" at the end of a word. Pupils have had "eat," page 24; "eating," page 36; "walk," page 32; "walking," page 36; "dress," page 34, and "work," page 26. From the two pairs,

eat / eating and walk / walking

which they know, it will be easy to get them to fill vacancies in sentences demanding the use of analogous forms of the other known words.

Get children to give sentences,

"I can *walk*,"

"I am *walking*,"

and then, giving them, "I can *dress*," get them to write below,

"I am *dressing*."

A seat drill can easily be made out of this exercise, after which the pupils should be expected to add or omit the suffix in other words.

For page 41

It is difficult to teach the value of an added "ed" which does not add a syllable in pronunciation.

Write, at the children's dictation,

"I *work* often."

"I *worked* yesterday."

Get the pupils to write, "I *dress* often."

Lead them to the statement, "I *dressed* yesterday."

They will see the analogy promptly, and the brightest group may be trusted to translate a whole story from present to past, or vice versa, provided no verbs are used which contain any deviation from the rule established by this experience.

PHONICS

Phonic analysis has been reserved to this point because it was deemed wise to concentrate the pupil's early effort upon gaining a working vocabulary of sight words. By this time, however, the pupils have considerable power to acquire new words as wholes, both in script and print, and they may safely proceed to separate simple words into their phonic elements, and to learn in this practical way the phonic value of each element.

Should the teacher be doubtful of her ability to make correctly every required sound, she should think of several words beginning with the doubtful sound and say them slowly again and again until she is confident and ready.

For page 39

The word "at" was first given as a whole on page 15 and should be known to the pupils. Have them name the word and then pronounce it slowly many times and more slowly each time, until the two sounds "a" and "t" are separated by such an interval of time that each may be clearly distinguished. After the pupils have, in this way, discovered for themselves these two sounds, they should be thoroughly mastered before any others are attempted. Success in phonics depends largely upon the accuracy and thoroughness of the first work.

Write the word many times and have individual pupils give the sounds of the letters. Then make the sounds and have the pupils write on the board the letters which represent the sounds given. When every pupil in the group can give the sounds for the letters and the letters for the sounds correctly and promptly, the word "cat" should be given.

Lead the pupils to observe for themselves that the word contains the two known sounds and one other. The teacher should pronounce the word slowly and see if the pupils cannot catch and give the sound of "c." If they do not, the teacher may tell the sound and proceed with the same careful drill as before.

The average pupils should master each of the words, "at" and "cat," in one day. Very slow pupils will require more time. In the same way present the word "hat." From now on, a five-minute drill in phonics should be given each day. After the first lesson, introduce only one new sound each day and if the children do not seem able to get thoroughly that amount, take for each sound the time required for satisfactory results. Three days' lessons should, therefore, be devoted to the phonic work on page 39, and more than that for the pupils who cannot on the third day instantly give each sound used in the three words.

For page 41

When the pupils have recognized the symbol of the known sound in "an" and have given the sound of "n" correctly, let them try at the same lesson to sound for themselves the word "can" since there are no new sounds in this word. Any number of words may be taken at one period, the more the better, providing only one new sound is given. For instance, when "an" and "can" have been analyzed, the children should be able to analyze and pronounce unaided such words as "tan, Nan, Nat."

Since the word "man" has not been given previously, let the children find the two known sounds "a-n" and the teacher give the sound of "m." At least three days will be required for the phonic work on page 41.

For page 45

The word "in" is familiar and contains the known sound "n." Say the word slowly and see if the pupils can distinguish and give the sound "i." If not, tell them and drill as before. Take one lesson each for "pin, tin, and win," taking care that the pupils learn to make the initial consonant sounds accurately and distinctly.

The word "it" contains no new sound and should be ana-

lyzed by the pupils together with the word "hit," which consists entirely of known sounds.

All varieties of combinations made of sounds known to pupils may be presented in review drills at this point, as pit, tip, nip, pan, etc.

The sound of "b" is one of the most difficult for children, and the rule to make no advance without perfect mastering may in this case be set aside. If the children have difficulty in making the sound, but recognize it when heard and associate with it the right letter, the work may be continued. Power to make the sound will be gradually developed by daily practice.

Review Drills and Groups

The pupils have now had nine initial consonants—c, h, m, r, p, t, w, s, and b, and four bases for groups of words—"at," "an," "in," "it." The teacher should place these thirteen elements on thirteen small cards and daily review the whole. As the work proceeds, add to the cards so that they always represent every sound and combination given. If the children have done thorough work the review need not take more than three to five minutes daily. Avoid concert recitations except, perhaps, in rare instances after the sound has been perfectly given by every child individually.

The phonic reviews may show that some pupils do not do their reading and phonics equally well. In that case better results will be secured if the children are grouped for phonics as for reading, that is, according to their ability. There is no reason why a child may not be in the first reading group and the third phonic group or vice versa.

For page 46

The sound of "d" is difficult and may be treated in the same manner as has been described for "b." After at least a partial mastery of the sound of "d," the pupils should make

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Boy Blue

Boy Blue



(To be read to the pupils.)

Little Boy Blue,
Come blow your horn!



The sheep are in the meadow,
The cows are in the corn.



Where's the little boy
That tends the sheep?



He's under the haystack
Fast asleep.

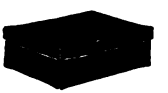


Put  on 

Put  on 

Put  on 

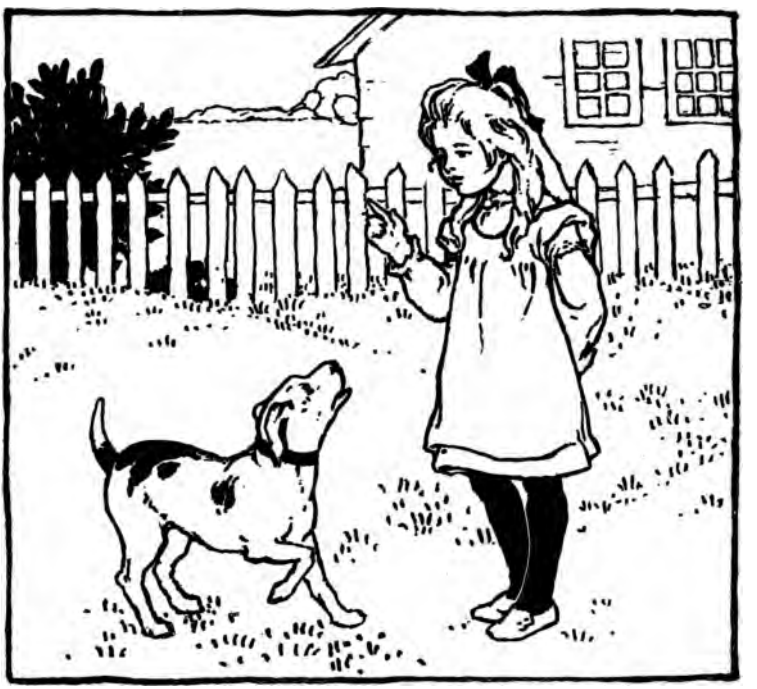
Put  on 

Put  on 

Put  on 



The dog *The dog*



(To be read to the pupils.)

Bow, wow, wow!

Whose dog art thou?

Little Tom Tinker's dog,

Bow, wow, wow!

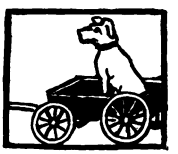
A boy put a dog on 



Put a boy on 

A boy put  **on a** 

Put  on 



A boy put a dog on 

Put a blue  on 

A dog put  **on**  

THE OLD WOMAN AND THE PIG.

This is 

This is 

This is 

This is 

This is 

This is 

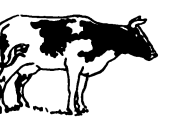
This is 

This is 

This is 

This is 

This is 

This is 



(To be read to the pupils.)

Sing a song of sixpence,
A pocketful of rye;
Four and twenty blackbirds
Baked in a pie.





When the pie was opened,
The birds began to sing;
Was not that a dainty dish
To set before a king?

The king was in his counting house
Counting out his money;
The queen was in the parlor
Eating bread and honey;





The maid was in the garden
Hanging out the clothes;
When down came a blackbird
And snapped off her nose.

—MOTHER GOOSE.



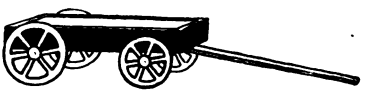
This is a 

A boy put this 

on a 

Put this dog on a 

Put this  on a 

This is a 

Put this  **on the** 

Put this  on this 

This is  **This is** 

This is 

girl has doll in

girl has doll in

The girl has a doll



The girl has a doll.

The doll has a blue 

The girl put the 



on the doll.

The boy put a 

on the dog.

The girl has a doll 

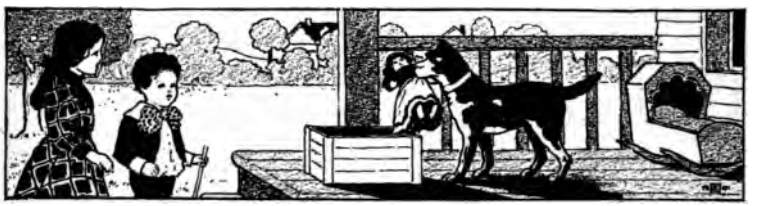
The dog has the doll

in the 



May cradle into for

May cradle into for

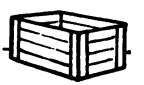


This girl is May.

May has a girl doll.

May has a cradle for the doll.

The boy put the doll into the cradle for May.

The dog put the doll into the 

May put the dog into the 

at was

at **was**

gave party

gave **party**



May gave a party.

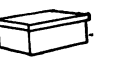
The party was for the doll.

A girl gave  **to the doll.**

A boy gave the doll 

The dog was at the party.

The dog gave the doll 

May put  into the 

The boy put the doll
into the cradle.

A Review in Word Calling.

a boy	doll	on	may	a dog
cradle	was	at	was	the
put	boy	in	this	gave
on	dog	is	blue	party
doll	has	to	has	in
girl	gave	for	girl	for
May	party	put	cradle	blue

---

see see red red can can I I
morning-glory morning-glory
I can see a morning-glory.
This morning-glory is red.
I see the red morning-glory.



(Draw.)

A boy can see the dog.
A boy gave
a red morning-glory
to the dog.



May gave the doll
a red morning-glory.
Can the boy see
this morning-glory?
Can the girl see
a blue morning-glory?
See a morning-glory party.
This is
the party.



you

you

were

were

morning-glories

The morning-glories gave
a morning-glory party.

Were you at this party?

The dog was at the party.

The boy was at this party.

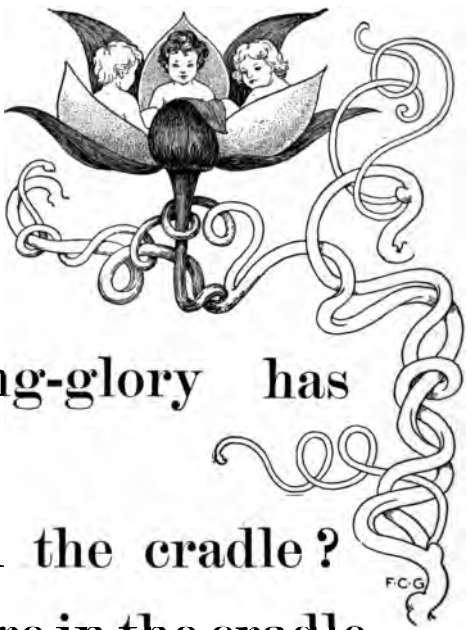
The morning-glories gave
the party for the doll.

seed-babies

seed-babies

are find

are find



This morning-glory has a cradle.

Can you find the cradle?

Seed-babies are in the cradle.

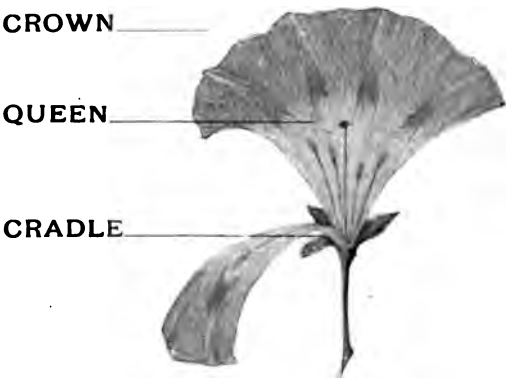
The seeds are seed-babies.

You may find seed-babies.

I can find seed-babies.

The morning-glory party was for the seed-babies.





little

little

queen

queen

crown

crown

The morning-glory has a little crown.

Can you see the crown?

A queen is in the crown.

Can you find the queen?

The queen has a little cradle for the seed-babies.

Can you find the cradle?

(To be read to the pupils.)

Rock-a-by, babies;
Your cradle is green;
Your nurse is the sunshine;
Your mother's a queen.

Word Building.

cradle		cradles
seed		put
seeds		puts
boy		girl
boys		girls
doll		find
dolls		finds
queen		dog
queens		dogs

(To be read to the pupils.)

All work and no play
Makes Jack a dull boy.

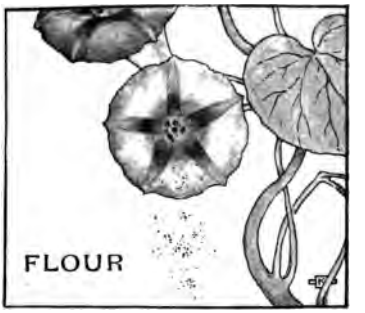
asked honey-bees came
asked honey-bees came

The morning-glories
asked the honey-bees
to the party.
The honey-bees came.
Find a honey-bee
at the party.



(Draw.)

A morning-glory has honey in the crown.
Bees came for the honey in the crown.
Can the honey-bees
find the honey?

makes 

bread

makes bread

and **flour**

and flour

The morning-glory has flour in the crown.

The little morning-glory makes honey and flour for the bee.

The honey-bee can find morning-glory flour.

The bee makes the flour into bee-bread.

Can you find the flour?

A Review in Word Calling.

queen	asked	came	and	red
little	crown	were	are	you
flour	makes	bread	can	see
find				





honey-bees
seed-babies
morning-glory
morning-glories

---

eat	*basket*	*baskets*	*carries*
eat	basket	baskets	carries

The morning-glory has flour.

The honey-bee makes the flour into bread.





The honey-bee puts the bee-bread into baskets.

The bee carries the bread in baskets to the bee-babies.

The bee-babies eat the bread.

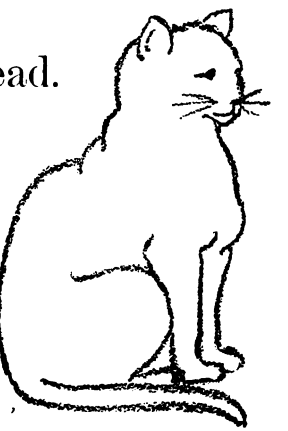
Bees eat bread and honey.

Can you eat bee-bread?

Can you eat honey?

(To be read to the pupils.)

Great A, little a,
Bouncing B!
The cat's in the cupboard,
And can't see me.



(Draw.)


A worker.

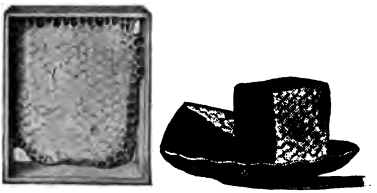

A queen.


A lazy-bee.

work worker lazy she
work worker lazy she

Can you see the queen-bee?
Can you see a lazy-bee?
The little bee is a worker-bee.
She finds honey and flour.
She makes the flour into bread.
She carries the bread in baskets.
The bread is for bee-babies.
Can the queen-bee work?
Is the queen-bee lazy?
The worker-bee can find honey and bread for the queen.

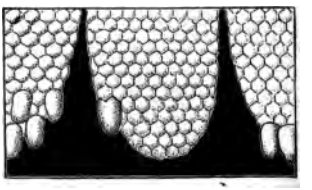
wax dishes



wax dishes

wax	wax
winter	winter
dishes	dishes

wax cradles



wax cradles

See, the worker-bee makes wax dishes.
She puts the honey into wax dishes.
She makes the honey for winter.
The bee-cradle is wax.
The little worker-bee finds honey in the morning-glory.
She carries this honey to the queen and babies.
The queen-bee puts the babies into the wax cradles.
Is the lazy-bee at work?

TO A HONEY-BEE.

(To be read to the pupils.)



"Busy-body, busy-body,
Always on the wing,
Wait a bit where you have lit,
And tell me why you sing."



Up, and in the air again,
Flap, flap, flap!
And now she stops, and now she drops
Into the rose's lap.

"Come, just a minute come
From your rose so red."
"Hum, hum, hum, hum"—
That was all she said.

—ALICE CARY.



Jack seeds May

all *all* yes *yes* it *it*

white black sleep asleep

white black sleep asleep

Jack:—Can you see this seed-cradle?

May:—Yes, Jack, and I can see black seeds in it.

Jack:—And I can see white seeds in this cradle.

May:—White morning-glory seeds?

Jack:—Yes, May.

May:—Jack, are all the black seeds and the white seeds seed-babies?

Jack:—Yes, all seeds are seed-babies. The seeds are asleep.

May:—Are the black seed-babies asleep, Jack?

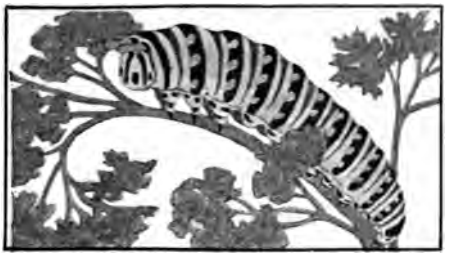
Jack:—Yes, the babies are asleep. Seed-babies sleep all winter.

May:—All seed-babies, Jack?

THE MORNING-GLORY VINE.

(To be read to the pupils.)

When old Winter grows tired of his
bluster and blow,
And his cap has been stripped of its
white plume of snow,
When joyous young Spring and bright
Summer again
Come back with their sunshine and
soft dripping rain,
These little plant babies, now asleep
in their beds,
Will push off their blankets and peep
out their heads;
And, as over the window they hap-
pily twine,
Will look like "Mamma" — Mrs.
Morning-glory Vine.

am		*am*
not		too
not		*too*
leaf		walk
leaf		*walk*
butterfly-baby		butterfly-baby

I am not a seed-baby.

I am not a bee-baby.

I am a butterfly-baby.

You can find little seed-babies in seed-cradles.

And you can find bee-babies in bee-cradles.

A butterfly-baby has a cradle, too.

The bee-babies and seed-babies cannot walk.

Butterfly-babies can walk.

I walk on a leaf
and I eat the leaf.
I am not lazy. I am a worker.



(Draw.)

A Review in Word Calling.

am	it	I	white
all	eat	into	winter
not	leaf	walk	asleep
yes	lazy	work	dishes
she	baby	black	baskets
too	Jack	sleep	worker
wax	butterfly		carries

---

dresses	or	of	garden
dresses	or	of	garden
beautiful	lives		caterpillar
beautiful	lives		caterpillar



Can you see this butterfly-baby?

A butterfly-baby is a caterpillar.

This caterpillar lives in the garden.

It has beautiful dresses.

The seed-baby of the morning-glory has a black or a white dress.

The bee-baby has a white dress.

You see the butterfly-baby's dress on the caterpillar.

Can you find a little caterpillar in a black and white dress?

---

but	did	eggs	hold	said
but	did	eggs	hold	said

so
so
he
he
an
an
saw
saw
know
know



Jack saw little eggs on a leaf.
But he did not know the little eggs.
"Are you white seed-babies?" he said.
"I am not a seed-baby," said an egg.
"I am an egg."
"Is an egg a baby?" asked Jack.
"I am not a baby," said the egg, "but I hold a butterfly-baby."

"But I know a butterfly-baby is a caterpillar," said Jack.

"Yes, so it is, Jack," said the egg, "and I hold a little caterpillar."

---

oh	they	there	walking
oh	they	there	walking
we	went	eating	dressed
we	went	eating	dressed

In the morning Jack went to see the eggs. But the eggs were not there.

Little caterpillars were walking on the leaf. They were dressed in black and white.

"There were eggs on the leaf," Jack said. "But little caterpillars are on the leaf this morning."

"Oh yes, I know," said Jack. "The caterpillars were in the eggs. The eggs were butterfly eggs, and so the caterpillars are butterfly-babies."

Jack saw the little caterpillars eating the leaf.

"I see you can eat!" said Jack.

"Yes, we can eat," said they.

Word Building.

walk	dress	eat	work
walking	dressing	eating	working

---

go	until	again	new
go	until	again	new
ate	their	burst	then
ate	their	burst	then

The butterfly-babies ate and ate. They ate until they burst their dresses.

Then they put on new dresses

of black and ..... and ..... Can you see the baby butterfly in this dress?



Jack saw the little caterpillars' dresses burst.

"They ate and ate until their dresses burst," he said, "and there they are eating again."

Yes, they were eating again. They ate until their new dresses burst.

"Oh, you little caterpillars," said Jack. "There you are eating all the



in the garden. You eat until you

burst, and then you eat again."

The caterpillars went on eating.

Finding Sounds.

at ă-t cat c-ă-t hat h-ă-t



my	*my*
one	*one*
twig	*twig*
making	*making*
what	*what*
shall	*shall*
swing	*swing*



One morning Jack went to see the caterpillars.

They were not on the leaf then. But he saw one on a twig.

"What are you making?" asked Jack.

"I am making a swing, Jack," said the caterpillar.

"What for?" asked Jack.

"To swing my winter cradle in," said the caterpillar.

"But I cannot see the cradle," said Jack.

"I shall make it," said the caterpillar.

"What is it for?" asked Jack.

"To sleep in," said the caterpillar.

"Can you sleep?" asked Jack. "I know you eat and burst."

"I shall not burst again, Jack," said the caterpillar.

"Shall you eat?" asked Jack.

"I shall not eat again until I am a butterfly," said the caterpillar. "I shall go to sleep in the cradle. I shall sleep all winter."

Finding Sounds.

an	ă-n	man	m-ă-n
can	c-ă-n	ran	r-ă-n

A Review in Word Calling.

or	so	they	new	garden
oh	but	said	hold	eating
an	did	until	burst	dresses
he	one	went	know	walking
we	saw	lives	again	beautiful
ate	then	their	there	caterpillar

Word Building.

work	dress	walk	live
worked	dressed	walked	lived

(To be read to the pupils.)

A striped coat I wear to-day.
I often throw my coat away.



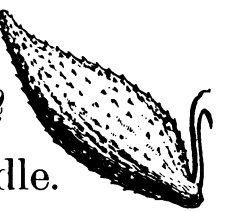
(Draw.)

When I am tired, I make my bed
All covered with a silken spread.
I hang my cradle in a tree.
What do you think my name can be?

do		*out*
do		out
me		*come*
me		come
color		*wings*
color		wings

where where milkweed *milkweed*

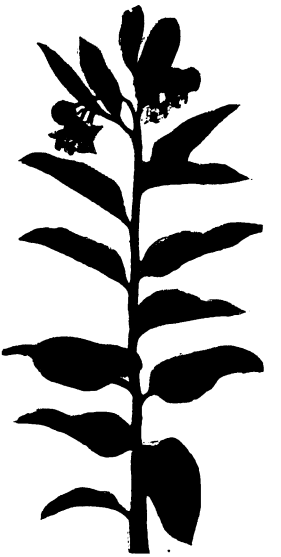
I am milkweed. Do you know me?
Do you know where I live?
Can you see what color I am?



This is my little seed-cradle.
Seed-babies are asleep in the cradle.

They sleep all winter. But they do not sleep in the cradle all winter. Do you know where they do sleep?

Do you see my babies' wings?



My babies' wings are white. What color is the seed?

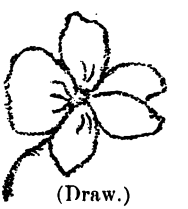
A butterfly puts eggs on me. Caterpillars come out of the eggs. They eat me.

I shall work on until my seed-babies are asleep. Then I shall sleep, too.



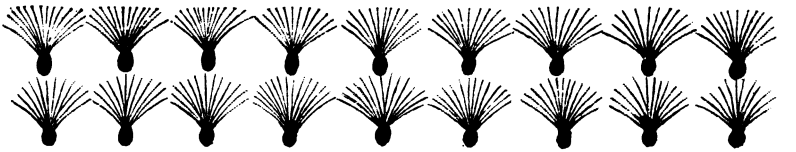
(To be read to the pupils.)

Sing a song of seasons!
Something bright in all!
Flowers in the summer,
Fires in the fall!



(Draw.)

—R. L. STEVENSON.

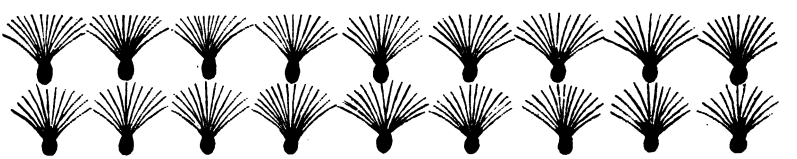


(To be read to the pupils.)

Fairy milkweed babies,
  Folded safe and warm,
In a cunning cradle,
  Shielded from the storm.

Breezes rock the cradle,
  Softly to and fro,
Warmed by summer sunshine,
  Milkweed babies grow.

And now the cradle's open,
  They peep out one by one,
Scores of fairy babies
  Dancing in the sun.



Finding Sounds.

in	ĭ-n	it	ĭ-t
pin	p-ĭ-n	hit	h-ĭ-t
tin	t-ĭ-n	bit	b-ĭ-t
win	w-ĭ-n	sit	s-ĭ-t

---

shook	ground		away
shook	*ground*		*away*
blew	fell	wind	that
blew	*fell*	*wind*	*that*

The milkweed-babies were all in their cradles.

The wind came to the milkweed and shook the cradles.

He said, "Find wings and come."

Then the seed-babies came out. The wind blew the babies away. Where did they sleep all winter?

The wind shook the morning-glories. Their seed-cradles burst, so that their seed-babies came out.

The seed-babies fell to the ground. They went to sleep in the ground.

The wind blew the butterfly-babies. They were eating a milkweed leaf. They said, "Oh, winter has come! We shall go to sleep."

Finding Sounds.

did	d-ĭ-d	dig	d-ĭ-g
hid	h-ĭ-d	wig	w-ĭ-g
lid	l-ĭ-d	twig	t-w-ĭ-g

(To be read to the pupils.)

Happy hearts and happy faces,
Happy play in grassy places—
That was how, in ancient ages,
Children grew to kings and sages.

—R. L. STEVENSON.

(To be read to the pupils.)

When the wind is in the east,
'Tis neither good for man nor beast;
When the wind is in the north,
The skillful fisher goes not forth:
When the wind is in the south,
It blows the bait to the fish's mouth;
When the wind is in the west,
Then it is the very best.



many	them	when	
many	*them*	*when*	
tree	over	day	your
tree	*over*	*day*	*your*

Do you know this beautiful tree?

The tree holds the seed-babies on the twigs. Do you see the cradles? This tree's seed-babies are  . The cradles are  . Can you make little dishes of the cradles?

One day the wind blew. He shook the tree all over. Many seed-babies fell to the ground.

Then the tree said to the wind, "What did you do to my seed-babies?"

"I blew the babies to the ground," said the wind. "They can go to sleep."

"Then all my work is over," said the tree. "I shall sleep, too."

"Your work is not over, Tree," said the wind. "You can not sleep until winter comes."



(To be read to the pupils.)

It is very nice to think
The world is full of meat and drink,
With little children saying grace
In every Christian kind of place.

—R. L. STEVENSON.

Finding Sounds.

milk m-ĭ-l-k fish f-ĭ-sh
silk s-ĭ-l-k dish d-ĭ-sh

---

branches	blow	blowing	help
branches	*blow*	*blowing*	*help*
leaves	bright	have	more
leaves	*bright*	*have*	*more*

The wind was blowing, blowing. The branches of the trees shook. Their twigs and their leaves shook. The trees shook all over.

The wind and a tree said this:

T.—But you do blow, Wind!

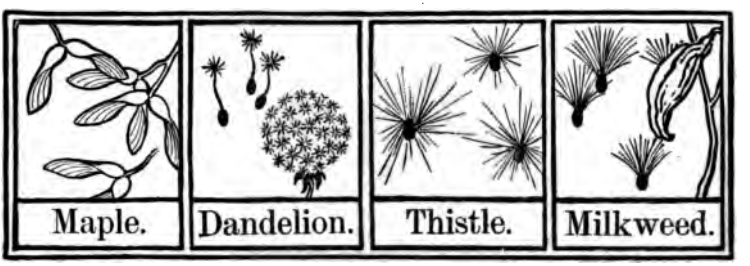
W.—Yes, I *have* to blow.

T.—What do you blow for?

W.—Tree, I have my work to do. I put your babies to sleep.

T.—Yes, I know that you did. What more can you do, Wind?

W.—I help to put the leaves away for winter. Then many seed-babies have wings. I put them in the ground to sleep. And I put the bright leaves on them. Do you know what for?



A Review in Word Calling.

wings	shall	making	fell	day
swing	have	ground	color	them
shook	twig	blowing	more	come
many	blow	leaves	what	wind
bright	blew	branches	away	help
where	tree	milkweed	your	over



wishes
wishes
sigh
sigh
sighed
sighed
afraid
afraid
should
should
would
would
die
die
told
told

One morning a little leaf sighed. Little leaves do sigh. They sigh when the wind blows.

"What did you sigh so for?" said the twig.

"I am afraid," said the little leaf. "The wind said that he would blow me away. He said that I should die on the ground."

The twig told the branch all this, and the branch told it to the tree. The tree shook all over. She said, "The leaf shall not go until it wishes."

The branch told this to the twig, and the twig told it to the leaf. Then the little leaf was not afraid when the wind blew again.

Finding Sounds.

sing s-i-n-g wing w-i-ng
king k-i-n-g swing s-w-i-ng



working going putting

working going putting

wear by soon done

wear by soon done

By and by many leaves put on new and beautiful colors. The little leaf saw this. It said, "What makes the leaves so bright and beautiful?"

"The leaves have done their work," said the tree. "They are putting on beautiful new dresses to go away in."

The leaf said, "My dress is not new."

"Your work is not all done," said the tree. "You can not put on your new dress."

"I shall do my work," said the leaf.

By and by the leaf was bright too. It said, "I have on my bright dress. Tree, do you have a bright dress?"

"I must wear my working dress," said the tree. "The branches wear a working dress, too. Your work is all done. You are going away. So you have on a bright dress."

Then the wind came. He blew the leaf away. It fell to the ground and soon went to sleep.

—H. W. BEECHER (Adapted).

Finding Sounds.

hăt	căn	băg	bĭt	bĭn	bĭg
bat	fan	wag	hit	fin	dig
cat	pan	tag	lit	pin	fig
fat	ran	rag	mit	sin	pig
pat	tan	lag	pit	tin	rig
sat	man	fag	sit	win	wig

took
took
night
night
friend



friend walnut *walnut* will
Jack Frost *woods* woods *will*
chestnut *chestnut* wish *wish*

The wind has a friend. He helps the wind to work. He is Jack Frost.

One night Jack and the wind took a walk. They went into the garden. Then they went to the woods.

The nuts were all on the trees. The nuts on trees are seed-babies. They sleep in cradles on the trees. But they are not there all winter.

Jack Frost said, "Oh, friend Wind.



I shall help you. I shall burst the little chestnut cradles for you."

"And I will blow the nut-babies to the ground," said the wind.

Jack burst the cradles. The wind blew and shook the nut trees. Many chestnuts fell to the ground.

Then the wind said to Jack, "Burst the walnut cradles, Jack."

"You blow the nuts to the ground," said Jack. "I shall burst the cradles this winter."

"But I wish to put the leaves over the babies," said the wind.

"Put leaves over them," said Jack. "I can find the cradles when I wish."

In the morning all the ground was white. In the woods many nuts were on the ground.

(To be read to the pupils.)

There was a little green house,
And in the little green house
There was a little brown house,
And in the little brown house
There was a little yellow house,
And in the little yellow house
There was a little white house,
And in the little white house
There was a little heart.
Can you tell what this is?

Finding Sounds.

not	n-ŏ-t	top	t-ŏ-p
pot	p-ŏ-t	stop	s-t-ŏ-p
spot	s-p-ŏ-t	hop	h-ŏ-p

SONG OF THE NUT.

(To be read to the pupils.)

In a bower of green I hung,
I hung;
All around me the robins sung—
Yes, sung;
And the squirrels so gay
Ran about me at play,
As merrily ever I swung.

Now fallen and low I lie,
I lie,
'Neath a blanket of snow, piled high—
So high!
Yet, though buried so deep,
I am only asleep.
I'll come back with the birds by and by.



corn

ear	*ear*
dry	*dry*
silk	*silk*
husk	*husk*
grows	*grows*
taken	*taken*



corn

Corn grows in our garden. One little corn seed is a seed-baby. An ear of corn has many seed-babies. Corn-babies have beautiful cradles. The husk is the cradle.

There is silk in the husk. We eat corn when the silk is dry.

When the corn husk is dry the ear is taken out of the cradle. Then the seeds are put away for winter.

Finding Sounds.

tell	t-ĕ-ll	Bess	B-ĕ-ss
fell	f-ĕ-ll	mess	m-ĕ-ss
will	w-ĭ-ll	kiss	k-ĭ-ss
fill	f-ĭ-ll	miss	m-ĭ-ss

A Review in Word Calling.

go	will	took	husk	should
by	sigh	corn	going	sighed
die	silk	wear	friend	walnut
ear	told	when	afraid	wishes
my	wish	done	grows	putting
dry	soon	night	woods	chestnut
Jack	Frost	taken	would	working

(To be read to the pupils.)

As round as an apple,
As deep as a cup,
And all the King's horses
Can not pull it up.



(Draw.)

how	cow	legs	toes
how	*cow*	*legs*	*toes*
feet	head	arms	like
feet	*head*	*arms*	*like*

How many legs has a cow?
How many legs have you?
How many feet has a cow?
How many feet have you?
How many toes has a cow?
How many toes have you?
How many arms have you?
Has the cow arms like yours?
What is on your head?
What is on the cow's head?

Finding Sounds.

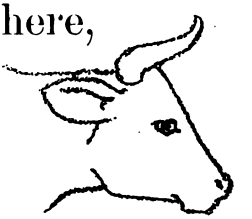
leg	*l-ĕ-g*	*tell*	*t-ĕ-ll*
beg	*b-ĕ-g*	*fell*	*f-ĕ-ll*
nest	*n-ĕ-s-t*	*men*	*m-ĕ-n*
chest	*ch-ĕ-s-t*	*when*	*wh-ĕ-n*

THE COW.

(To be read to the pupils.)

The friendly cow all red and white,
I love with all my heart:
She gives me cream with all her might,
To eat with apple-tart.

She wanders lowing here and there,
And yet she cannot stray,
All in the pleasant open air,
The pleasant light of day;



(Draw.)

And blown by all the winds that pass
And wet with all the showers,
She walks among the meadow grass
And eats the meadow flowers.

—R. L. STEVENSON.

Finding Sounds.

Bess	B-ĕ-ss	bend	b-ĕ-n-d
mess	m-ĕ-ss	mend	m-ĕ-n-d
dress	d-r-ĕ-ss	lend	l-ĕ-n-d
press	p-r-ĕ-ss	send	s-ĕ-n-d

any			*good*
any			good
if			*be*
if			be
here			*coat*
here	*cousins*	cousins	coat

I live in a tree. The wind blew me to the ground. Eat me if you wish. My coat will not be good to eat.

When you eat me you can find my seed-cradle. My babies are in it. Can you find their heads and feet?

Put my babies into the ground to sleep. They will sleep all winter.

Have you any cousins? I have.



They have seed-cradles.

Here are my cousins.



hard *hard*

as *as*

green *green*

yellow *yellow*

pumpkin *pumpkin*



The pumpkin lives in the garden. It grows on the ground.

The pumpkin is a seed-cradle. The seeds are in the pumpkin. It wears a hard yellow coat.

We eat pumpkins, but we do not eat the coat or the seeds.

The pumpkin has many cousins.

Many of them wear green coats. They are seed-cradles too.

Can you eat the pumpkin's cousins?

(To be read to the pupils.)

Peter, Peter, pumpkin eater,
Had a wife and couldn't keep her;
He put her in a pumpkin shell,
And there he kept her very well.

Finding Sounds.

căt	wĕt	bĭt	nŏt
mat	get	kit	dot
bat	set	lit	got
fat	let	mit	hot
hat	met	wit	jot
rat	net	sit	pot
sat	pet	hit	tot

(To be read to the pupils.)

Little Miss Muffet
She sat on a tuffet
Eating of curds and whey;
There came a black spider
And sat down beside her,
Which frightened Miss Muffet away.

had *had*

sit *sit*

two *two*

cold *cold*



turkey *turkey* feathers *feathers*

See me, my friends! I am a turkey.

My dress is of feathers and I wear feathers on my legs but not on my feet or on my head.

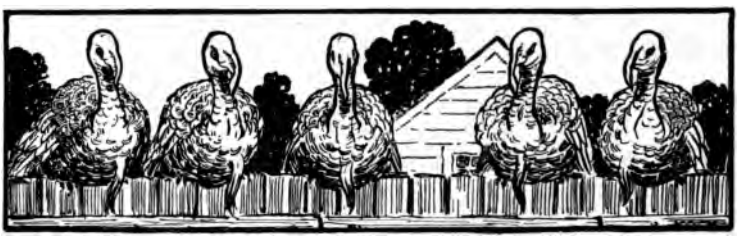
You have arms but I have wings. I have two legs as you have.

I walk on my toes. I do not put my feet on the cold ground.

I like to live out in the woods. I do not like anyone to see my eggs. I make a good cradle for them. I sit on it until my babies come out.

(To be read to the pupils.)

Five fat turkeys are we;
We slept all night in a tree.
When the cook came around,
We couldn't be found –
And that's why we're here,
you see.



A Review in Word Calling.

if	had	pumpkin	hard	like
as	cow	feathers	feet	legs
be	good	turkey	head	cold
how	here	cousins	seed	any
eggs	coat	yellow	arms	toes
sit	green	dressed	two	burst

Jack o' lantern Jack o' lantern.



made nose
made *nose*
mouth hole
mouth *hole*
eyes big
eyes *big*

Will had a big yellow pumpkin. He made a Jack o' lantern of it.

He made a big hole in it and took the seeds out of it. Then he made holes for eyes, nose, and mouth.

"There, Jack!" said little Will. "How do you like that?"

"I like it," said the pumpkin.

"Oh, you do, do you!" said Will, walking away. He was a little afraid of that Jack o' lantern.

"Yes," said Jack, "I like boys. I like my garden friends, too."

"Your garden friends!" said Will.

"Have you friends in the garden?"

"Yes, corn is one of my friends. My cousins, too, live in the garden," said the pumpkin.

---

thanks	*world*	*things*
thanks	world	things
other	*thankful*	*rain*
other	thankful	rain
give	*Thanksgiving*	*sun*
give	Thanksgiving	sun

"Have you any more friends?" asked Will.

"Oh, yes," said Jack o' lantern. "Morning-glories and bees, turkeys and cows are my friends."

"I have boy friends," said Will.

"And you have other friends, too,"

said the Jack. "The trees, the wind, the sun, and the rain are your friends."

"How is that?" asked Will.

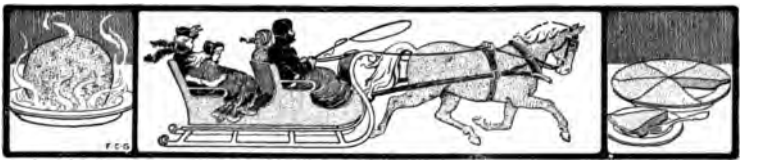
"The wind, the sun, and rain help me and my friends to grow, and so you have good things to eat," said Jack.

"I like this big, beautiful world," said the Jack. "And I am thankful that I live in a garden where I have many friends."

"You should have a Thanksgiving, Jack Pumpkin," said little Will. "Boys and girls have Thanksgiving. On that day they give thanks for all the good things they have."

"Do you give thanks for me?" said Jack.

"Yes, that I do," said little Will. "Pumpkin is good."



(To be read to the pupils.)

Over the river and through the wood,
To Grandfather's house we go;
The horse knows the way
To carry the sleigh
Through the white and drifted snow.

Over the river and through the wood,
And straight to the barnyard gate,
We seem to go
Extremely slow—
It is so hard to wait!

Over the river and through the wood—
Now Grandmother's cap I spy!
Hurrah for the fun!
Is the pudding done?
Hurrah for the pumpkin pie!

—LYDIA MARIA CHILD.

deer hair four no her spot

deer hair four no. her spot



This baby deer lives in the wood.

She has no arms like yours. She has no wings like the turkey's. You have two legs, but she has four.

She walks on her toes. A turkey walks on her toes, too. You walk on your feet.

The deer wears a dress of hair. It comes to her toes. Can you see the spots on the baby deer's dress? A big deer's dress has no spots.

Finding Sounds.

run	r-ŭ-n	up	ŭ-p
fun	f-ŭ-n	cup	c-ŭ-p

(To be read to the pupils.)

One head with rumpled hair;
Two arms, so fat and bare;
Two hands, and one wee nose;
Two feet, with ten pink toes;
Skin soft and smooth as silk;
When clean, 'tis white as milk.
What is this?

Finding Sounds.

bŭt	jŭst	pŭmp	sŭng
cut	dust	bump	bung
hut	gust	dump	clung
jut	bust	jump	flung
nut	must	lump	hung
rut	rust	hump	stung



summer up own

summer up own

Mamma feed gray

Mamma feed gray

Mr. Squirrel houses Mrs. Squirrel

Mr. Squirrel houses Mrs. Squirrel

Squirrels live out in the woods. Their houses are in trees. They have summer houses and winter houses.

Mrs. Squirrel's summer house is made of leaves and twigs. It is on the branch of a tree. If leaves are on the trees we cannot see it.

The Squirrel's house is a cradle.

Mamma Squirrel feeds the babies until they grow up. Then she makes them find their own nuts.



The squirrels' winter house is a hole in a big tree. When summer is over, Mr. and Mrs. Squirrel go into their winter house.

They put nuts away for winter. A squirrel's mouth is its basket.

Red squirrels and gray squirrels are cousins.

(To be read to the pupils.)

The winds they did blow,
The leaves they did wag.
Along came a beggar boy
And put me in his bag.

He took me up to London;
A lady did me buy,
Put me in a silver cage,
And hung me up on high,
With apples by the fire,
And nuts for me to crack,
Besides a little feather bed
To rest my little back.

---

part some
part some
rabbits three
rabbits three
another towns
another towns
get get



Molly Cotton-tail

Molly Cotton-tail is a cousin of the squirrels.

She lives in the woods, too.

Molly makes a cradle on the ground for the baby cotton-tails. She has three or four or more babies in it.

She makes the cradle of dry leaves and twigs. Then she puts beautiful white hair into it so that the babies may not get cold.

Mr. and Mrs. Rabbit like to eat good things in the garden. They eat green twigs and leaves, too.

A part of Mrs. Rabbit's tail is white like cotton. So she is Molly Cotton-tail. You can see the dress she wears.

Some rabbits wear gray dresses. Some wear dresses as white as milk.

Another rabbit lives in rabbit towns. He is Molly's cousin.

(To be read to the pupils.)

R was a rabbit
Who had a bad habit
Of eating the flowers
In gardens and bowers.
Naughty fat rabbit!



The Names of Sounds.

B as in but.
C as in cup.
D as in dog.
F as in for.
G as in go.
H as in hat.
J as in just.
K as in king.
L as in lid.
M as in men.

A Review in Word Calling.

own	deer	feed	mouth	houses
hair	four	give	other	rabbits
gray	eyes	three	Molly	mamma
rain	hole	world	things	summer
spot	made	town	thanks	squirrel
part	some	Thanksgiving		another



chair
chair
lived
lived

bears *bears* papa *papa*
middle-sized bed pudding
middle-sized *bed* *pudding*

In the wood lived three bears. The big bear was the papa bear. The middle-sized bear was the mamma bear. The little bear was the baby bear.

The papa bear had a big bed. The mamma bear had a middle-sized bed. The baby bear had a little bed.

The papa bear had a big chair. The mamma bear had a middle-sized chair. The baby bear had a little chair.

The papa bear had a big dish. The mamma bear had a middle-sized dish. The baby bear had a little dish.

The Names of Sounds.

N as in no
P as in put.
R as in ran.
S as in sun.
T as in tin.
V as in vine.
W as in win
Y as in yes.

---

hot	just	tried	right
hot	*just*	*tried*	*right*
sat	soft	back	bottom
sat	*soft*	*back*	*bottom*

The mamma bear put hot pudding into the dishes. Then the bears went out for a walk. "The pudding will soon get cold," said they. "We will eat it when we come back." But they did not get back soon.

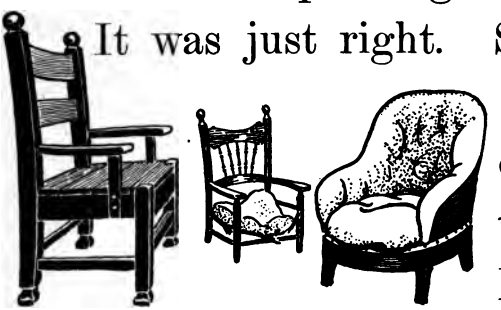


In the town lived a little girl.

When the bears were walking, she went to the wood to walk, too.

She did not see the bears, but she came to their house. She went in and saw the pudding in the dishes.

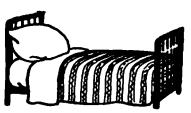
She tried the pudding in the big dish. It was too hot. She tried the pudding in the middle-sized dish. It was too cold. Then she tried the pudding in the little dish. It was just right. So she ate it up.



She saw the chairs. She tried the big chair. It was too hard.

She tried the middle-sized chair. It was too soft. She tried the little chair. It was just right. She sat on it so hard that the bottom came out.

Then she saw the beds. She tried the big bed. It was too hard. She tried the middle-sized bed. It was too soft. She tried the little bed. It was just right. So she went to sleep in it.







Finding Sounds.

bag beg big bog bug

---

got	eaten	could	fast
got	eaten	could	fast
been	waked	began	cried
been	waked	began	cried

The three bears came back and began to eat their pudding. The papa bear said, "Some one has been eating my pudding." The mamma bear said, "Some one has been eating my pudding." The baby bear cried, "Some one has been eating my pudding, and it is all eaten up!"

Then they went to the chairs. "Some one has been in my chair," said the papa bear. "Some one has been in my chair," said the mamma bear. The baby bear cried again, "Some one has been in my chair, and the bottom is out!"

Then they went to see their beds. "Some one has been in my bed!" said the papa bear. "Some one has

been in my bed," said the mamma bear. The baby bear cried, "Some one has been in my bed, and here she is!"

Then the little girl waked up. She ran out of the house and back to town just as fast as she could go.



Finding Sounds.

win	ship	sang	chip
wish	shop	sing	chop
when	mash	song	rich
whip	dish	sung	which



cry	hungry	him	fox's
cry	hungry	him	fox's
his	crying	man	walked
his	crying	man	walked

Mr. and Mrs. Rabbit and little Jack Rabbit lived in their house in the ground. Jack Rabbit had a little bed and a little chair and a little dish of his own.

Mamma and Papa went out one day to get something for Jack to eat.

By and by Jack went out, too. He walked and walked. He came to the bears' house. He asked where his papa and his mamma were. The bears did not know. The bears were eating pudding out of their dishes. They did not ask Jack to have any.



Jack began to cry, and went away. He was cold and hungry.

By and by Jack came to the fox's house. He asked, "Do you know where my papa and mamma are?"

But the fox did not know. Mr. and Mrs. Fox and the fox babies were eating a turkey. They saw that Jack was cold and hungry. But they did not ask him to have any turkey.

So Jack went away, crying again.



Then Jack went to his cousin squirrel's house in the tree. He said, "My papa and mamma went out to get something for me to eat. They have not come back. I can not find them. And I am so cold and hungry! Oh! What shall I do?"

"Come in, Jack," said Mrs. Squirrel. "We will give you some corn to eat."

Finding Sounds.

lamp limp jump hemp
stamp crimp bump romp



Christmas full full Santa Claus
Christmas Santa Claus
happy cabbage sleigh
happy cabbage sleigh

"Thank you, Cousin," said little Jack. But as he was going into the house he saw a dog. Jack was so afraid

of the dog that he fell to the ground. The squirrels all went into the tree as fast as they could. They too were afraid of the dog.



"Oh my! oh my!" cried the little rabbit. "There is a big dog. I am afraid he will eat me." But the dog did not see the rabbit. He went away.

Then Jack went to his own house. He cried until he fell fast asleep.

In his sleep he saw a little man in the wood. The man was not so big as Jack and so Jack was not afraid of him. The little man had a little sleigh and four little deer.

The sleigh was full of cabbage. The little man took the cabbage into the rabbit houses. He went into Jack's house and put cabbage into Jack's dish. Then he went away in his sleigh.



Jack Rabbit waked up then. He was hungry, but not so cold. "Oh, oh," cried he, "what's that I see?" There in his dish was some green cabbage. He ate it. Then he tried to find the little man. But he could not find him.

In the morning Cousin Squirrel came to see Jack. She said, "Jack,

do you know this is Christmas Day?"

"Is it?" said Jack. "Then Santa Claus has been here. He gave me cabbage to eat."

Just then Papa and Mamma Rabbit came back. They too had good things. So the rabbits had a happy Christmas.

(To be read to the pupils.)

Sing a song of pleasure
About a Christmas tree;
Four and twenty children
As happy as can be.
When we lit the candles
They shouted with delight.
Wouldn't you be happy too
To see so fine a sight?



(To be used for language lesson.)

A Review in Word Calling.

up	any	that	right
do	out	toes	tried
no	got	back	cried
of	sat	fast	could
me	him	fox's	sleigh
Mr.	man	bears	babies
Mrs.	her	lived	crying
bed	get	eaten	walked
hot	just	sized	middle
his	soft	chair	bottom
cry	papa	began	hungry
big	nose	happy	pudding
sun	been	waked	cabbage

Christmas Santa Claus thankful

SANTA CLAUS IS COME TO TOWN.

(To be read to the pupils.)

When low the sun his latest ray
Across the hills is sending,
Old Santa Claus starts on his way,
The world's good-will attending.
The laurel green and holly bright
Bid welcome to his coming,
He greets them all on left and right,
A Christmas ditty humming.

That night he visits every land
With team of reindeer ponies,
And scatters gifts with open hand,
To all his little cronies.
And dreaming children, boys and girls,
Their stockings hung up duly,
See balls and skates, and dolls with curls,
And all they long for truly.

Down chimney way, through open door,–
And everybody knows it—
For forty thousand leagues or more
The old man gaily goes it.
Full four-and-twenty hours he drives
As only he is able,
Until his reindeer team arrives
Again at their own stable.

—JOHN DRAKE



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